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ABSTRACT

As part of an annual statewide evaluation process, quantitative information on community college programs is reviewed by the Maryland State Board for Community Colleges. Based on these data, a subsequent qualitative assessment is conducted by individual community colleges in response to specific questions raised by the Board. This report contains evaluations of 52 programs offered at 17 colleges, which were prepared in response to the Board's questions relating to the inadequacy of follow-up surveys for drawing conclusions about job placement; high or increasing program costs; low or declining student enrollments; low student placement in their field of training; low or decreasing number of degrees and awards; and low student transfer rates. Also included in the report is a statewide evaluation of photography and recreation technology programs, which was conducted in response to poor job placement rates in these fields. This evaluation provides data on programs, student trends and characteristics, enrollment rates, reasons for taking the course, follow-up studies, reasons for non-employment in the field, and comparative information about student placement. The report recommends the revision of recreation technology programs and the provision of information in college catalogs about the limited job opportunities in both fields. (HB)

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MARYLAND COMMUNITY COLLEGES

1981 PROGRAM EVALUATIONS

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Maryland State Board for Community Colleges
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March 1982

JC 820 155

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FOREWORD

In 1978, the State Board for Community Colleges approved the Maryland Community College Program Evaluation System. This system, conceptualized in 1974, is based on a quantitative review of community college program information by the State Board for Community Colleges and a subsequent qualitative assessment conducted by the individual community colleges in response to specific questions raised by the Board. The system was developed through a cooperative effort of the Maryland community college presidents, deans, researchers, faculty, and the Board staff. The fundamental premise of the system is that Maryland's community colleges are striving to achieve program quality, and that the colleges have the capacity for self-assessment and the courage to take action based upon the results of such assessments.

During the first three complete cycles of the evaluation system, 130 programs were evaluated. Many programs were improved, thirty were discontinued, and 17 were made inactive.

In July 1981, each college received a set of questions from the State Board for Community Colleges based upon data in the Program Data Monitoring System. This document contains the results of individual community college qualitative evaluations of fifty-two programs throughout the community college system. Also included are the results of a statewide evaluation of photography and recreation technology programs, conducted because of a concern about poor job placement. In most cases the colleges' efforts went beyond the questions raised by the Board. Full credit should go to Maryland's community colleges for their efforts. The Community College Program Evaluation System is an annual process. New community college programs will be identified for evaluation in 1982.

Brent M. Johnson
Executive Director

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Maryland State Board for Community Colleges

STATEWIDE EVALUATION OF PHOTOGRAPHY AND RECREATION TECHNOLOGY PROGRAMS

Abstract

Because of a concern about poor job placement, photography and recreation technology programs were evaluated statewide. Both programs are designed to prepare students for employment in their respective fields. Enrollment in photography has risen in recent years, but enrollment in recreation has declined. Costs per full-time equivalent student in photography have increased much faster than the average cost for all occupational disciplines, while unit costs in recreation have remained at about the average for all occupational courses. The number of awards given in each program has been stable for the past three years. In terms of demographic characteristics, both programs enroll about equal proportions of men and women. However, students in recreation are considerably younger and more likely to attend college on a full-time basis than photography students. The majority of students in photography said that they attended for personal enrichment reasons, versus the majority of recreation students, who said that they were enrolled to get a job or to transfer. In terms of employment in the field of training, photography and recreation are among the worst programs in the State. Only about a third of the photography and one-fourth of the recreation graduates were employed full-time in their field of training nine months after graduation. Recreation programs had a higher rate of transfer than any other occupational programs, 69 percent. Two recommendations are made: (1) that recreation technology programs be revised, as necessary, to function primarily as transfer programs, and to be listed in catalogs as such, and (2) that photography and recreation programs be listed in college catalogs with a statement informing students about the limited opportunities for full-time employment in the field.

Maryland State Board for Community Colleges

STATEWIDE EVALUATION OF PHOTOGRAPHY AND RECREATION TECHNOLOGY PROGRAMS

The Program Evaluation System of the State Board for Community Colleges is in its fourth complete cycle. Every program at each college is reviewed by the State Board for Community Colleges staff annually. In this quantitative review, several programs have repeatedly appeared to be weak in job placement. For the 1981 program evaluations, it was decided to ask each college having a program in photograhy or recreation technology to conduct a qualitative evalution of their program. Each of the colleges has done so, and their reports are included in this publication. This article attempts to summarize some of the statewide data about those two programs, and takes the following form:

- Program descriptions
- Student trends and characteristics
- Program performance
- Discussion and recommendations

PROGRAM DESCRIPTIONS

According to college catalogs, photography programs are designed to prepare students for employment in the field of photography, including commercial, industrial, and portrait work. Photography is offered at four colleges: Cecil, Dundalk, Harford, and Montgomery. Other colleges offer a few photography courses as a student service, or as part of an option to another program. Table I shows the curriculum at Montgomery College, with 27 credits of photography courses, and nine additional credits in art.

Table I

PHOTOGRAPHY AND RECREATION CURRICULA

Discipline	Photography	Recreation
English	6 credits	6 credits
History	-	3
Speech	3	3
Physical Education	-	5
Health	1	5
Science/Math	6	8
Art	9	6
Recreation	-	21
Photography	27	-
Social Science	6	6
Management	3	-
Electives	6	1
Total Credit Hours	67	64

Source: Montgomery College Catalog, 1980-1982

According to the college catalogs, recreation programs are designed to prepare students for positions of leadership in public and private recreation agencies. Most catalogs also mention the possibility of transfer to four-year colleges. Recreation technology is offered at six colleges: Allegany, Community College of Baltimore, Catonsville, Chesapeake, Montgomery, and Prince George's. Other colleges often have physical education courses that are similar to some of the recreation technology courses. Table 1 shows the recreation technology curriculum at Montgomery College, with 21 credits in recreation and five credits in physical education.

STUDENT TRENDS AND CHARACTERISTICS

As shown in Table 2, headcount enrollment in photography programs has increased by an average of 20 percent per year since 1977; most students attend on a part-time basis. Full-time equivalent enrollment in photography courses, as reported through the discipline cost analysis, has not risen as fast, by 7 percent per year. The number of awards has stabilized recently at about 25 per year. Cost per FTE is also shown in Table 2, and reflects total operating expenditures, including indirect expenditures. The discipline costs for photography have increased dramatically in recent years, from $2,284 per FTE in 1977 to $3,476 per FTE in 1980. The discipline cost for photography was eight percent above the average cost for all occupational disciplines in 1977, but in 1980, the cost for photography was 44 percent higher.

Table 2

ENROLLMENT, DISCIPLINE COSTS AND AWARDS
IN PHOTOGRAPHY

	1977	1978	1979	1980	1981
Headcount Enrollment in Program (Fall)					
Full-time	53	103	103	102	92
Part-time	119	193	194	305	271
Total	172	296	297	407	363
Course Enrollment and Costs (Fiscal Year)					
FTE Students,Photography	187	251	245	229	NA
Cost/FTE,Photography	$2284	$2488	$2997	$3476	NA
Cost/FTE,All Occupations	$2123	$2204	$2348	$2410	NA
Awards (Fiscal Year)					
Certificates	0	1	2	2	5
Associate Degrees	3	15	23	23	19
Total	3	16	25	25	24

FTE = Full-time equivalent; NA = Not available

Table 3 gives similar data for recreation programs. Headcount enrollment has declined by 13 percent per year since 1977; a majority of the students attend on a full-time basis. FTE enrollment in recreation courses has declined by about two percent per year. Over sixty students have graduated in recreation each year except the most recent year, when 43 awards were given. The discipline cost for recreation is consistently about two percent below that for all occupational disciplines.

Table 3

ENROLLMENT, DISCIPLINE COSTS AND AWARDS
IN RECREATION TECHNOLOGY

	1977	1978	1979	1980	1981
Headcount Enrollment in Program(Fall)					
Full-time	364	314	249	255	162
Part-time	130	175	160	164	122
Total	494	489	409	419	284
Course Enrollment and Costs(Fiscal Year)					
FTE Students,Recreation	324	361	263	294	NA
Cost/FTE,Recreation	$2081	$2192	$2491	$2389	NA
Cost/FTE,All Occupations	$2123	$2204	$2348	$2410	NA
Awards(Fiscal Year)					
Certificates	0	1	0	2	3
Associate Degrees	75	84	72	60	40
Total	75	85	72	62	43

FTE = Full-time equivalent; NA = Not available

The Enrollment Information System provides demographic information about the students in photography and recreation programs (Table 4). Both programs enroll about equal percentages of men and women. Black students, who comprise 19 percent of all community college enrollment, are under-represented in both programs. In other aspects, however, the two programs are quite different. Students in recreation are much more likely to be younger, attend full-time, and take more credit hours per semester. It seems that the recreation programs tend to attract students just out of high school, while the photography programs tend to attract adults who may be employed at the same time.

The student followup of 1976 first time entrants provides an indication of the primary reason that students gave for attending each of the programs (Table 5). Sixty percent of the recreation students intended to prepare for entry into a career or transfer to a four-year college. On the other hand, sixty-seven percent of the photograpy students enrolled for personal interest or to explore new career or academic areas. Such a strong difference in reasons for attending is associated with the differences seen in Table 4 regarding age and number of credits carried. The recreation student is typically young and using the college full-time to enter the recreation field. The photography student is typically older and using the college part-time for personal enrichment.

Table 4

CHARACTERISTICS OF ENROLLED STUDENTS, FALL 1981

	Photography		Recreation	
	Number	Percent	Number	Percent
Enrollment by College				
Allegany	-	-	47	17%
Baltimore	-	-	9	3
Catonsville	-	-	73	26
Cecil	65	18%	-	-
Chesapeake	-	-	10	3
Dundalk	99	27	-	-
Harford	40	11	-	-
Montgomery	159	44	97	34
Prince George's	-	-	47	17
Total	363	100	283	100
Sex				
Male	192	53	131	46
Female	171	47	153	54
Race				
Black	18	5	35	12
White	293	81	212	75
Other or Unknown	52	14	36	13
First-time Status				
New to College	76	21	75	27
Returning to College	287	79	206	73
Attendance Status				
Full-time	92	25	162	57
Part-time	271	75	122	43
Number of Credits				
Mean	6.8 credits		10.7 credits	
Median	4.3 credits		11.9 credits	
Age in 1980				
Mean	29 years		22 years	
Median	25 years		20 years	

Source: Enrollment Information System

Table 5

PRIMARY REASON FOR ATTENDING COMMUNITY COLLEGE

	Photography		Recreation	
	Number	Percent	Number	Percent
Explore new career/academic areas	11	37%	19	24
Prepare for immediate career entry	8	26	24	30
Prepare for transfer to four-year college	2	7	24	30
Update skills for a job currently held	0	0	0	0
Interest and self-enrichment	9	30	9	12
Other reason	0	0	3	4
TOTAL	30	100%	79	100%

Source: Followup Survey of 1976 Entrants

PROGRAM PERFORMANCE

In order to assess program performance, data from the graduate followup studies were used (Table 6). Graduates from fiscal years 1978 and 1980 were surveyed by each college using a standard questionnaire about nine months after graduation. The response rate was about 60 percent for both studies. Among the respondents in photography programs, 33 percent were employed full-time in a job related to their field of training; 14 percent were employed full-time in an unrelated job. Among all persons employed full-time, 80 percent began their present job after leaving the college. The median annual salary for full-time employees was $11,900. Thirty-three percent were employed part-time. Some students (33 percent) had done some transfer work at a four-year college. A graduate can report simultaneous status as employed and transferred. In terms of student satisfaction, 95 percent of the respondents said that they had achieved their goal or were on record as still enrolled. Ninety percent said that they were satisfied with the quality of instruction in their program.

Among respondents in recreation programs, 24 percent were employed full-time in their field of training; 13 percent were employed full-time in an unrelated job. Among all persons employed full-time, 59 percent began their present job after leaving the college. The median annual salary for full-time employees was $10,066. Thirty-three percent were employed part-time. A majority of the students, 60 percent, reported having done some transfer work at a four-year college. Student satisfaction was lower among recreation graduates than photography graduates, with 83 percent saying that they had achieved their goal or were on record as still enrolled. Eighty-six percent said that they were satisfied with the quality of instruction in their program.

Why is there such a low proportion of full-time jobs reported in fields related to training? While there were too few photography respondents to answer that question, the graduate follow-up data can shed some light on the question for recreation graduates (Table 7). The reason most often given for not being emloyed in the field of training is an inability to find a job in that field. In addition, one graduate said that he or she found better pay in another field, and one said that another field offered a better opportunity.

Table 6

GRADUATE FOLLOW-UP RESULTS

	Photography		Recreation	
	Number	Percent	Number	Percent
Number of Respondents	21	-	93	-
Employed Part-time	7	33%	31	33%
Employed Full-Time in				
Directly Related Job	4	19	13	14
Somewhat Related Job	3	14	9	10
Unrelated Job	3	14	12	13
Transferred	7	33	56	60
Achieved Goal or Still Enrolled	20	95	77	83
Satisfied with Instruction in Program	19	90	80	86
Among Full-time Employees:				
Median Salary	$11,900	(n=6)	$10,066	(n=12)
Began Present Full-Time Job after Leaving College	8	80	20	59

NOTES:

(1) Data from 1978 and 1980 graduate surveys were combined. Graduates are surveyed about 9 months after graduation.

(2) Transferred refers to any amount of transfer work done. A graduate can report simultaneous status as employed and transferred.

Table 7

REASONS NOT EMPLOYED IN FIELD OF TRAINING AMONG RECREATION GRADUATES

Reason	Number
Could not find a job in field of preparation	4
Better pay in field in which employed	1
Better opportunity in field in which employed	1
Did not want to work in field of preparation	1
Other reason	3
TOTAL	10

Source: 1978 and 1980 Graduate Followup Surveys among persons employed full-time in a job unrelated to their field of training.

DISCUSSION AND RECOMMENDATIONS

In the evaluations of photography programs, each college was asked to provide additional followup data because the number of respondents was small. All four colleges supplied data that, in the opinion of persons at the college, justified the continuation of the program. One college acknowledged a heavy use of the program for avocational purposes, but maintained that personal enrichment was an important reason for the existence of the program. There was no common pattern in the actions to be taken by the colleges in relation to the photography evaluations: study a certificate option, use a placement grant, provide better equipment maintenance, and begin teaching a course in color photography.

In the evaluations of recreation programs, colleges were asked, "What factors account for the low placement of students in their field of training?" The responses most often made were that (1) many students transfer, and are therefore not available for placement, (2) county budget cuts have reduced the number of jobs available for recreation graduates, and (3) community college students must compete with candidates holding bachelor's degrees. Chesapeake College decided to discontinue their recreation technology program. Actions proposed by other colleges in relation to the recreation evaluations included: changing the curriculum, discussing the issues with the advisory committee, studying the possibility of a certificate, and increasing the level of student recruiting.

The statewide evaluation of photography and recreation programs was stimulated by a concern about poor job placement. How is the placement rate for these two programs in relation to other occupational programs? Data in Table 8 indicate that photography and recreation are among the worst programs in terms of employment full-time in the field of training. Two points seem pertinent to such a finding. First, the primary factor in the approval of new occupational

Table 8

EMPLOYMENT AND TRANSFER AMONG GRADUATES LISTED IN ORDER OF HIGHEST PLACEMENT RATE

Hegis Code	Program Title	Total Sample	Employed Full-Time In Related Field	Obtained Full-Time Job After Leaving College	Transferred
5005-01	Secretarial	189	66%	70%	13%
5101-01	Data Processing	171	64	50	25
5208-01	Nursing	388	64	85	12
5310-01	Electronics	74	62	44	38
5202-01	Dental Asst	36	61	65	28
5203-01	Dental Hygiene	36	61	100	14
5505-01	Law Enforcement	195	59	29	48
5001-01	Business	109	58	32	41
All Occupational Progs		2447	56	57	29
5004-01	Management	76	55	41	38
5002-01	Accounting	160	54	47	34
5205-01	Med Lab Tech	39	51	70	33
5507-01	Fire Science	40	51	11	38
5503-01	Early Childhood	37	49	67	38
5103-01	Computer Prog	71	43	41	46
5007-01	PHOTOGRAPHY	13	38	86	23
5216-01	Mental Health	77	34	50	36
5506-01	RECREATION	36	25	54	69
5008-01	Media Tech	43	19	62	44

NOTES:

(1) FY 1980 graduates were surveyed in 1981.
(2) Part-time employment is not shown.
(3) Programs with fewer than 35 respondents are not shown.
(4) Transferred refers to any amount of transfer work done. A graduate can report simultaneous status as employed and transferred.

programs is the availability of jobs for the graduates. If a program is not successful in achieving its primary mission, then serious consideration should be given to discontinuing the program. The fact that some students use the program for personal enrichment is relevant, but the program probably would never have been endorsed by the State Board for Community Colleges and approved by the State Board for Higher Education on the basis of personal enrichment. At the very least, colleges should formally let students know that there are few job opportunites available for persons who complete the program. Harford Community College has done this in its catalog statement about photography.

The second observation in light of the data in Table 8 is that community colleges have a responsibility to publicize a program as primarily occupational or transfer. Admittedly, some students do not make fine distinctions in these matters, often gaining employment after a transfer program and transferring after an occupational program. However, as the provider of an educational service, the community college system has an obligation to shape educational experiences that are designed basically for one use or another. It would be difficult to maintain that exactly the same courses that prepare a student for employment are the same ones that best prepare for junior level standing at the University of Maryland. This point is important in relation to the recreation programs, where 25 percent are employed full-time in their field and 69 percent transferred! It seems incorrect to continue to classify such a program as occupational. For whatever reasons, students are no longer using the program for immediate occupational purposes.

The following recommendations are made to colleges with photography and recreation programs:

(1) That recreation technology programs be revised, as necessary, to function primarily as transfer programs, and to be listed in catalogs as such; that recreation technology programs be discontinued as occupational programs.

(2) That photography and recreation technology programs be listed in college catalogs with a statement informing students about the limited opportunities for full-time employment in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Allegany Community College

PROGRAM TITLE: Dental Assisting

PROGRAM HEGIS NUMBER: 5202-02 LEVEL OF AWARD: Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

The job placement information can adequately be supplied utilizing the data retrieved from the Maryland Public Community College Graduate Follow-Up Questionnaire for 1977 and 1980.

Responses from Graduates of Dental Assisting Program
Relative to Employment

Question: "Was this job either in your ACC career program field or related to your ACC career program field:"

	1977		1980	
Response	Number*	Percent	Number**	Percent
Yes	11	92%	2	67%
No	1	8%	1	33%
TOTAL	12	100%	3	100%

These data indicate a relatively high percent of employment related to the students' career training at ACC. It should be noted that even though three (3) graduates (1980) were employed, the other three (3) respondents were continuing their education at ACC.

* 1977 - Total number of graduates (N = 22); graduates responding (N = 17), representing a response rate of 77 percent.

**1980 - Total number of graduates (N = 11); graduates responding (N = 6), representing a response rate of 55 percent.

2. According to the discipline cost analysis, the credit hour cost for this discipline is considerably higher than the statewide cost for the same discipline. What factors account for the higher cost?

Discipline Cost
Fiscal Year 1980

ACC	Mid-Size Colleges	Statewide
$5,072.05	$4,139.28	$3,844.34

The factors that have accounted for the high cost are:

a. Enrollment has declined due to perceived regional job opportunities and remuneration. The low scale for Dental Assistants in Western Maryland and in particular Allegany County, has generally followed national trends but is particularly influenced by the Appalachian setting. Minimal wage scales have prevailed in most area dental offices over the past several years and the perceived economic reward by prospective students has not gone unnoticed. In the past year, there has been a shortage of Certified Dental Assistants for area dental offices and the wage scales have changed with supply and demand. Thus, there appears to be a cyclical reversal of the declining enrollment trend as prospective students become aware of increased opportunities.

b. In the past, a disproportionate percentage of administrative costs have been included in the Dental Assisting budget. Recently, an organizational restructuring has occurred in the Dental programs and this incorrect budgetary assignment has been corrected.

c. Since the College does not have a maintenance/repair fund or a capital outlay fund for new equipment as most other schools do, the cost of these items has been reflected for all of the Dental programs in the Dental Assisting budget. Due to recent reorganization as well as the College's intended establishment of these necessary accounts, this problem should be corrected.

d. In the past, the Dental Assisting budget has served as a contingency account for such items as long time illness, replacement personnel, and necessary trip expenses for various meetings. With the new restructuring in Dental programs and the overall College budgeting improvement, they should be corrected.

3. Characterize the program in terms of its enrollment and quality.

Enrollment

Enrollment data for the Dental Assisting program for the Fall semester of each academic year are as follows:

Fall Semester	Number of Students
1976	30
1977	32
1978	22
1979	17
1980	14
1981	18

In the Fall 1976, there were thirty students enrolled in the program, and eighteen students in the Fall 1981, representing a decline of 40%. The enrollment data indicate, however, a slight increase (28 percent) between Fall 1980 and Fall 1981. Regionally, the enrollment should increase or remain steady over the next several years due to the favorable job market in this area of Western Maryland.

The Director of the Dental Assisting program will be developing strategies to increase enrollment (refer to response Question 4.)

Quality

Based on data collected from the Maryland State Board for Community Colleges Graduate Follow-up Questionnaire for 1977 and 1980, the majority of the respondents were either satisfied or extremely satisfied with the program.

Question: "How satisfied were you with the training you received in your ACC career program/curriculum?"

	1977	
Response	Number	Percent
Greatly Satisfied	4	25%
Satisfied	11	69%
Not Very Satisfied	--	--
Dissatisfied	1	6%
No Opinion	--	--
TOTAL	16	100%

Question: "How satisfied were you with the quality of classroom instruction in your program of study?"

Response	1980 Number	Percent
Extremely Satisfied	2	33%
Satisfied	3	50%
Unsatisfied	1	17%
TOTAL	6	100%

The Dental Assisting Program is also accredited by the Commission on Accreditation by the American Dental Association. Consistent with these findings, only one student out of approximately 87 failed to pass the Certifying Dental Assisting Examination since the inception of the program in 1973.

4. What action(s) does the college plan to take to address the above issues?

The College has already developed strategies to correct the budgetry discrepancies (administrative assignment, contingency funds, capital budget) through recent administrative and program restructuring.

Efforts have been made for intensive recruitment efforts in the community through advertising, visiting with high school counselors, and even radio program broadcasts from the Dental Assisting Clinic. The very core of the curriculum is undergoing an intensive review that should result in a quality program, and also adequately reflect the community needs in Dental Assisting.

SBCC STAFF RECOMMENDATIONS:

(1) The College is asked to explain why the enrollments reported in question 3. are different from those previously reported on HEGIS reports by June 1, 1982.

(2) According to the 1978 and 1980 graduate surveys, only 4 of 14 (29%) Dental Assisting respondents were employed full-time in their field of training. The comparable figure statewide was 59%. The College is requested to monitor the placement of graduates closely to deal with this problem.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Allegany Community College

PROGRAM TITLE: Medical Lab Technology

PROGRAM HEGIS NUMBER: 5205-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

All graduates of Allegany Community College's Medical Laboratory Technology (MLT) program are regularly "tracked" by the Program Director in order to ascertain information about job placement, satisfaction with the program, and identification of ways to strengthen the program for future students. Also, ACC's Office of Institutional Research and Planning has surveyed the MLT graduates in the "off-years" of the statewide community college graduate study. Therefore, a fairly extensive amount of job placement information is available for this ACC career program.

As part of the survey of all 1980 graduates of all Maryland community colleges, ACC surveyed each of its 14 MLT 1980 graduates. Eight questionnaires were returned for a program response rate of 57 percent. According to data recorded on question A, all eight respondents (100%) indicated that they were currently employed. Question M reveals that five of these graduates indicated their current employment status as employed full-time with the remaining three (3) graduates responding they were employed part-time. Question R further reveals the fact that all eight respondents stated the MLT program was directly related to their current job.

Data from the 1978 statewide community college graduate study reinforce the 1980 findings for ACC's MLT program. Six of the nine MLT graduates in 1978 (66%) responded to the questionnaire survey. Five of the six respondents indicated that they were employed (all full-time) with the one graduate not employed indicating (to Question X) that she was not seeking a job.

ACC's Office of Institutional Research conducted a study of the 1975 and 1976 graduates of the MLT program in June of 1977. Of the 10 graduates of the MLT program in 1975, seven responded and all six 1976 MLT graduates responded (combined response rate: 13 of 16 or 81%). In this survey (used as a part of the self-evaluation for the accreditation study required by the American Society of Clinical Pathologists), 11 of the 12 respondents indicated they were employed, with 10 of the 11 holding full-time jobs and one graduate employed part-time. The in-house instrument used for the survey did not ask these graduates the relationship of their jobs (direct, somewhat, or none) to the ACC MLT program, but contacts from the Program Director revecled that all 11 graduates were employed directly in an MLT job.

The MLT Program Director's records, based on contacts with graduates during the past few years, indicate that all of the 1977 MLT graduating class are employed in an MLT-related field.

As stated in the initial paragraph, in addition to all of this "formal" survey data indicating a very high rate of job placement in an MLT field, the MLT Program Director, through contacts maintained with MLT graduates, indicates that 90 percent of all graduates of ACC's MLT program to date are employed either full-time or part-time in a field directly related to the program.

2. Characterize the program in terms of its enrollment and quality.

ACC's MLT program admits fifteen students annually. This number will remain approximately stable due to requirements of the National Accrediting Agency for Clinical Laboratory Science (which is the accrediting body for associate degree Medical Laboratory Technology programs).

The quality of ACC's MLT program can best be demonstrated by the fact that initial accreditation was granted on October 17, 1979, and continuing accreditation was granted on October 15, 1980, for a period of three (3) years. This continuing accreditation of three years is the maximum number of years allowed for continuing accreditation in this field.

Graduates of this career program have found employment in their field with little difficulty as is evidenced by the response to (1) above. Ninety percent of the ACC MLT graduates are currently employed in a clinical, research, industrial, or physician's setting. Employers surveyed by the College have been satisfied with the quality of the program.

The MLT graduates, employers, and accreditation body have given excellent marks to Allegany Community College's Medical Laboratory Technology program which provides three different evaluative sources characterizing program quality.

3. What action(s) does the college plan to take to address the above issues?

Items (1) and (2) are informational and as such do not require any college plan or actions. The College considers this an excellent occupational/technical program and will continue to seek evaluative feedback from its currently enrolled students, graduates, employers, and, of course, the external accreditation body to maintain the already high degree of satisfaction and job placement which are characteristic of the quality of this program.

SBCC STAFF RECOMMENDATION:

The College is requested to explain why 1978 graduate follow-up data was not reported to the SBCC for this program (5205-01) by June 1, 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Allegany Community College

PROGRAM TITLE: Forest Technology

PROGRAM HEGIS NUMBER: 5403-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the declining enrollment in this program?

The program currently has enrolled 33 full-time students and 5 part-time students for a total (headcount) enrollment of 38 students. This figure represents a decrease of 4 students or a 9 percent drop from the 1980 total enrollment figure.

Since the submission of the Qualitative Program Evaluation Report, November 10, 1978, it is evident that a downward enrollment trend is present in the Forest Technology Program. The total enrollment for the Fall 1978 was 46 compared to 38 for the Fall 1981, representing a 17 percent decrease in student enrollment.

Several factors are probably influencing this decline:

a. The current job market for forest technicians is limited in Allegany County and the State of Maryland. It appears that many graduate foresters (four-year graduates) are being employed instead of forest technicians due to the poor market.

b. The initiation of the Wildlife Technology program at Garrett Community College has also contributed to the decrease in student enrollment. In the past, many students came to ACC with the goal of working in wildlife management, but took the Forest Technology program because it was the most closely related program available in the State. This type of student now goes to Garrett Community College.

2. At what level does the college expect the enrollment to stabilize?

It is felt that the enrollment for the Forest Technology program will stabilize at approximately 35-40 students if no organized marketing strategies are used to recruit more students.

However, the Forestry program personnel in conjunction with the Admissions staff of Allegany Community College plan to develop and implement a marketing plan with the objective of increasing the enrollment in the Forest Technology program. It is projected that if this promotional/marketing effort for the Forest Technology program is successful, enrollment for this ACC career program will stabilize at approximately 45 to 50 students. Additional information about this marketing plan is stated in response to question 9.

3. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

Based on the response made in 1978, the program initially (1969) established the optimum number of students per class at 24, or a combined total of 48 students. The historical trend data indicate that the program exceeded this number for several years. However, for the past four years, student enrollment has been below the projected goal of 48 students. The reasons for this decline have been addressed in question #1. If we look at the enrollment data excluding this first two-year period (start up time), the average number of students per year is 54.5, considerably above our projection of 48.

4. What factors account for the low placement of students in their field of training?

We don't believe that it is exceptionally low based on our figures (see Table). The data indicate that from 1978-81, 46 percent of the students were employed directly or in somewhat related Forestry positions. It also should be noted that 11 percent of the students were enrolled in higher education in Forestry or Natural Resources related programs. The principle reasons that it is not as high as we would like to see it are:

a. Generally poor economic conditions in the country affecting the housing and lumbering industry, and, in turn, affecting forestry employment.

b. Recent cutbacks in federal aid for forestry purposes.

Table I

Graduate Placement of Forest Technology Program of ACC

	1978-81			
	FIRST JOB		PRESENT JOB	
	#	%	#	%
Employment directly related to Forestry	55	60	32	35
Employment somewhat related to Forestry	10	11	10	11
Employment not related to Forestry	12	13	12	13
Graduates enrolled in higher education	4	4	11	12
Graduates not working	0	0	3	3
Married - not employed outside of home	2	2	3	3
Unknown	8	9	20	22
TOTAL	91	99	91	99

5. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

OCCUPATIONAL JOB TITLES
1980 Graduates

Forest technician, industry
Laborer, lumbering; forest technician, state
Surveying assistant
Urban tree technician
Painting foreman
Drafting and surveying assistant

Source: Records maintained by Dr. William L. Cones, Director of Forestry Programs, Allegany Community College.

6. If the original program proposal estimated the percentage of graduates to be employed full-time in their field of training, how does recent experience compare with the estimate? If there are differences, what factors account for them?

In the original program proposal, no estimates were made of percentage of graduates expected to be employed in their field of training.

7. According to the discipline cost analysis, the credit hour cost for this discipline is considerably higher than the cost for all disciplines at your college. What factors account for the higher costs?

The Forest Technology Program at ACC has two senior faculty members (ranks of full professor and associate professor). Both faculty members have been with the program for approximately 11 years. This relatively high cost for salaries and fringe benefits of program faculty combined with a drop in the number of student credit hours generated in the Forest Technology program have resulted in an above average discipline cost which is reflected in ACC's cost analysis for all disciplines.

Programs requiring large amounts of laboratory or practicum time, as Forest Technology does, are more expensive. The faculty works full-time but student credit hours are not generated in proportion to the faculty time involved. Therefore, faculty and program costs appear high because credit hours used in the divisor of the program costs analysis are low.

8. Characterize the program in terms of its enrollment and quality.

The question of enrollment has already been discussed in other questions.

The quality of the Forest Technology program at ACC is excellent. Our offerings are in line with other forest technology programs in the East when compared with proposed accreditation and recognition standards being developed by the Council of Eastern Forest Technology Schools. The faculty have excellent training and background, one with a Ph.D and the other into the final requirements for his Ph.D. Both have been on the faculty at ACC for 11 years. Both have had teaching and practical experience before coming here. Follow-up studies of our graduates indicate that the large majority of respondents are extremely satisfied or satisfied with the quality of the Forest Technology Program. Based on employer feedback to the Director of Forestry Programs, the graduates are well-trained and the employers are satisfied.

9. What action(s) does the college plan to take to address the above issues?

Allegany Community College plans to develop an eighteen-month marketing and promotional plan which will have the objective of increasing the enrollment in the Forest Technology program to a stable level of from 45 to 50 students.

The College's Office of Institutional Research and Planning and the institutional marketing committee will work with program faculty and the admissions office to develop a marketing plan. The plan will include specific promotional and recruitment activities that will highlight the fact the ACC's Forest Technology program is the only one offered by Maryland's 17 community colleges and is designated as statewide by the Maryland State Board for Community Colleges. A timetable for implementation of promotional and recruitment activities and a plan for evaluation of the success or effectiveness of the plan will be developed as part of the overall promotional effort.

It is projected that if these efforts prove successful, the fall semester, 1984 enrollment for the Forest Technology Program will be in the 45 to 50 range and that this level of student enrollment will be continued in future years via continued promotional and recruitment efforts directed specifically for this ACC career program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Engineering (transfer)

PROGRAM HEGIS NUMBER: 4940-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the relatively low transfer rate among entrants?

Fourteen of the 33 students responding indicated they had transferred to another school. With only 20% of our students responding, it is difficult to assess an accurate transfer rate for all engineering students. Also, with "open" enrollments it is logical to assume that a good percentage of students enrolling in the Engineering curriculum would drop the program before completing the first two years. These students would not transfer to a four-year program. Attrition rates for engineering programs normally run as high as 40-50% with most of the attrition occurring during the first two years.

A complete analysis was made of AACC engineering students who were enrolled at the University of Maryland -- College Park during the Fall Semester 1980. Of the 301 AACC students enrolled at UMCP, 63 or 21% were majoring in Engineering. They had transferred an average of 55.7 credit hours and achieved an overall mean grade point average of 2.359. Former AACC students beyond their first semester at UMCP achieved a mean grade point average of 2.57. Of the former AACC students enrolled during the Fall 1980 Semester at UMCP, ten were identified as 1976 entrants to AACC. Of these, seven were awarded their bachelor's degree in Engineering.

2. What factors account for the greater loss of credits upon transfer than is experienced at other community colleges?

The information from the monitoring systems indicates that 57% of those respondents from AACC lost 0-6 credits when they transferred, while 73% of the students lost 0-6 credits on a statewide basis.

There are many factors which account for loss of credits when transferring in an Engineering curriculum. All of the courses presently offered in the Engineering transfer curriculum are fully articulated with the University of Maryland. Students majoring in Engineering have very little flexibility in their schedules. Prerequisite math or English courses do not transfer and very few humanities courses are accepted as electives in an engineering curriculum. Also, frequently Engineering transfer students at AACC take courses offered in the technologies curriculum that are not transferable. Any courses that were marginally satisfactory (D grades) are not transferable.

3. Characterize the program in terms of its enrollment and quality.

The Engineering transfer program at AACC is a healthy program which meets the basic needs of the community. The program is fully articulated with the University of Maryland. The courses are solid and designed to coincide with similar courses offered at the University of Maryland. Enrollments have increased by almost 40% over the past three years (FY 1979 Headcount - 224, FY 1981 Headcount - 312). Continued increases are anticipated with the great demand for engineers. Two additional factors should draw more students into the community college: the state of the economy and the overcrowded conditions at UMCP, which have resulted in limited enrollments. There is no reason to believe that the Engineering transfer program at AACC should not remain a viable and expanding program.

Course reviews are ongoing and Ph.D. Naval Academy professors are often used in the more advanced courses. Textbooks are constantly reviewed and are selected primarily on the basis of their use at the UMCP or the USNA. Curriculum reviews are currently in progress and only minor changes are anticipated to better align the AACC program with the UMCP program.

4. What action(s) does the college plan to take to address the above issues?

A new Division Chairman was hired beginning with the Academic Year 1981-82. He has established aggressive goals for the Engineering Division and is conducting a complete review and analysis of the entire Engineering and Engineering Technologies Division. The content of each course is being reviewed against course syllabi from the University of Maryland. Increased efforts have been initiated to provide better counseling services to students to insure they are taking the proper courses at the proper time. Flow charts have been printed which allow students to easily track their own programs and progress. More emphasis is being placed on program growth exploiting the industrial and secondary school markets. Counselor assistance programs have been initiated in local high schools and career days are scheduled at the College.

With increased recruiting efforts, the large demand for engineers, the high costs of education, and the spinoff from enrollment constraints at the University of Maryland, the AACC Engineering transfer program should become an even more viable program. The transfer program should not be evaluated by the number of completions it generates, since its students are motivated towards a bachelor's degree and not an associate degree. The Engineering transfer program at AACC is basic to the needs of the Anne Arundel community and should enjoy continued success.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Retail Management

PROGRAM HEGIS NUMBER: 5004-08 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the declining enrollment in this program?

Enrollment in Retail Management, a program specifically designed for employment in retail sales and related retailing positions, declined over the past four years from a total of 169 students in 1978 to an enrollment of 101 students in the Fall Semester, 1981.

Prior to 1979, Retail Management was the only career-oriented program in business which provided an emphasis of general business courses in addition to sales and marketing. The other programs, Secretarial Science, Business transfer, and Data Processing, were so specific that many students needing a general business program opted for the Retail Management program even though their career objective was not specifically in the retail area.

With the implementation of the Business Management degree and certificate programs in 1979, students were better able to matriculate into programs more suitable to their career objectives. The following table demonstrates these program enrollment shifts:

Career Program	FY78	FY79	FY80	FY81
Business Management Degree	0	199	327	580
Business Management Certificate	0	43	90	208
Retail Management Programs	169	143	118	101

Other factors influencing program enrollments in Retail Management are: (1) the decline in distributive education enrollments in the Anne Arundel secondary schools as reported by the Board of Education; 2) changing employment trends in retailing and business conditions within the retail industry, which has made an impact on mid-management positions within the industry; and 3) shift of students from full-time to part-time status.

Another indicator of enrollments is in the FTE production of the Retail Management discipline. As reported on the Discipline Cost Analysis, total FTEs generated by Retail Management has declined from 55 FTEs in 1978 to 44 FTEs in 1980. This decline is due to the movement of major courses from the Retailing discipline to Business and Public Administration to provide suitable electives for all business students in courses such as Marketing, Advertising, and Principles of Supervision. With this change, enrollments in all courses originally designed for the Retail Management program has increased dramatically.

Although enrollments have declined, the college believes that current students are better placed in programs suitable to their career objectives and that the present 101 students in Retail Management represent an appropriate number of students to support the program and is consistent with the changes and the opportunities available within the Retail industry in Anne Arundel County.

2. At what level does the college expect the enrollment to stabilize?

Based on local retailing situations, the numbers of high school graduates in distributive education and current enrollment patterns that are shifting from the full-time to part-time student, the college anticipates the enrollment in Retail Management to stabilize to a total enrollment of between 80 to 100 students. Projected schedules allow for 30-35 full-time day students and approximately 50-60 part-time students.

3. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

The Retail Management program was approved by the State in 1969 before long-term projections were included in program proposals. Had the college projected enrollments, however, these projections would have been significantly higher than present enrollments. The major reason for the presumed high enrollment at that time was the brighter economic forecast, especially within the retail industry.

4. What factors account for the declining awards in this program?

Although the PDM shows four awards in Retail Management for 1980, college records show 16 graduates in the program in 1980. Eleven students completed the Retail Management program in 1981 and were awarded the associate degree.

5. At what level does the college expect the awards to stabilize?

The statewide average for awards is approximately 12½% for all full-time and part-time students enrolled. With the projected leveling off of enrollments within the next two to three years, awards are estimated from 10-15 per year.

6. If the original program proposal estimated awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

   No information is available on projected awards in the 1968 Program Proposal.

7. According to the discipline cost analysis, the credit hour for this discipline (1) is higher than the statewide cost for the discipline, (2) has increased considerably, and (3) is higher than the college cost for all disciplines, the reverse of the case for statewide costs. What factors account for the high and increasing cost?

   Previous data submitted by the College were in error. The adjusted cost figures presented show a 13% increase in the total cost per FTE for Retail Management. This increase is normal and is due to salary increases of full-time faculty and a slight decrease in the total FTEs. The 1981 Cost Analysis, however, demonstrates a significant increase to $3,908, or $130 per credit hour for Retail Management. This represents the highest cost increase among the career disciplines and is due to three factors: 1) a higher full-time faculty staffing pattern than in most other career disciplines, 2) significant decrease in enrollments, and 3) the high number of laboratory courses requiring additional staffing. If one places the courses designated as Retail Management within the next subgrouping of Business, Business and Public Administration, the organizational unit of the college administering Retail Management, costs per FTE are reduced substantially to a more realistic cost of $2,046 per FTE.

8. What factors account for the low placement of students in their field of training?

   Although the primary aim of the Retail Management program is to prepare students for mid-level management positions in Retailing, the program provides a basic business and distributive education for students wishing to pursue careers in many related positions. The State PDM reports that of the 11 graduates responding to the Graduate Follow-up Survey, 27%, or 2 students were placed in jobs unrelated to their field of training.

   As part of this evaluation process, the department followed up graduates of 1980 and 1981. Twenty students responded to this informal survey with the following placement information:

	Students	
Graduates employed in positions directly related to program	10	(50%)
Graduates in business related position	3	(15%)
Graduates continuing their education	7	(35%)

   Of the graduates employed, the following major local retailers were included among the employers: Maryland Specialty Company, Briggs Clothiers, Woodward and Lothrop, The Hecht Company, BWI Airport. Several small business retailing employers were also included. Students continuing their education were enrolled in distributive education and general business management programs.

During the two-year program, each student must complete two semesters of field experience as part of their training. During the Fall Semester, 1981, 21 students are employed in positions related to their program.

9. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

From the information received, the following occupational titles were noted:

Manager
Management Training
Rental Agent
Secretary/Salesperson
Assistant Manager
Sales
Floor Manager
Account Clerk

10. Characterize the program in terms of its enrollment and quality.

Although program enrollments have decreased over the past several years, the College believes that the specialized training for retailers is important for Anne Arundel County. At present, six courses are included within the Retail Management credit discipline. Several noncredit continuing education courses are sponsored by this department and supports the training needs of local employers. Within the State, the PDM reports eight similar programs with a total of 461 students. Enrollment at Anne Arundel Community College represents 25% of this total and continues to be the largest Retailing program in the State.

Job demand data provided by the Maryland Department of State Planning show a need for 50 Retail Sales Managers in Anne Arundel County each year fro the next three years. This data also indicate a need for approximately 800 persons each year in occupations classified as distributive occupations (OE-40200 -OE-49900).

Quality of the program can be characterized by several factors: placement information as provided, continuing enrollment from county distributive education programs, and the College's state and national DECA competitions.

11. What action(s) does the college plan to take to address the above issues?

During the 1980-81 academic year, the college began to study the Retail Management program in context with the growing General Business Management degree and certificate program. Over the past two years, changes have been made in the program by transferring courses such as Marketing, Advertising, and Principles of Supervision to the Business and Public Administration discipline. This provided an opportunity to concentrate on the specialty needs of the students entering retailing and with the support and advice of the Retail Management Advisory Committee, the college developed the following courses: Principles of Retailing, Retail Recordkeeping, and Visual Merchandising. The former Salesmanship course was revised to include sales training. Hospitality Management, Retail Merchandising, and Hospitality Seminar were deleted from the program. The revised curriculum as appearing in the College catalog is attached.

The College has given serious consideration to the transfer of the existing Retail Management courses to Business and Public Administration and providing an option under the Business Management program for students wishing to elect specialized courses in retailing. This, of course, would provide a more favorable reporting picture; however, the department feels that such a move would decrease the visibility of the retailing courses.

Other actions being taken with respect to the Retail Management program are as follows:

1. Target Retail Management schedules in a blocked format to maximize enrollment in existing courses.
2. Develop a certificate program which concentrates on specialty courses.
3. Increase recruitment efforts to attract more students who are currently employed in distributive occupations.
4. Develop Letters of Recognition to provide shorter and more specific programs to the employed student.
5. Provide courses at major retailing centers.

SBCC STAFF RECOMMENDATIONS:

(1) The College is requested to submit corrected award data for 1980 by June 1, 1982.

(2) The College is requested to submit a corrected Discipline Cost Analysis report for all disciplines for FY 1980 by June 1, 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Nursing

PROGRAM HEGIS NUMBER: 5208-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. According to the discipline cost analysis, the credit hour cost for this discipline is higher than the statewide cost for the discipline, and has increased considerably. What factors account for the high and increasing cost?

   Previous data submitted by the College were in error. The adjusted cost for the discipline for Nursing in FY 80 was $4,074 per FTE, or $136 per credit hour. This adjusted figure is below the Systemwide cost for this discipline which is reported at $144. FY 81 data from the College Cost Analysis report shows a decline for this discipline to $3,860, or $129 per student credit hour. This is explained by the increasing of electives within the Nursing Department which increased FTE production without the addition of full-time faculty and staff.

2. Characterize the program in terms of its enrollment and quality.

   Enrollment in the Nursing course sequence has been set for some time at an entering class of 100 students. This admissions quota was established primarily due to the high cost of the program.

   Because of the nursing shortage in the area, the College is currently considering the increase of the entering class to an entering class of 140 students per year. This would be accomplished by the addition of two full-time faculty and admitting the usual 100 students in the Fall Semester plus an entering class of 40 students at the beginning of the Spring Semester. This model would have not only the advantage of increasing the number of graduates each year, but would also have a distinct advantage for the students who finish prerequisites in the Fall Semester and who must now wait a full six months before being able to enter the Nursing course sequence. Also, this model would help students who are unsuccessful in any one of their nursing courses because of academic difficulty or illness in that they would be able to repeat the semester without the need to wait from January to September to reenter the Nursing program. This model, of course, will depend on funding of the additional faculty positions required.

The quality of the Anne Arundel Community College Nursing program is outstanding, as characterized by student placements and success of the students on the NLN examinations and the State Board Examinations.

Over the past three years, the College has increased the number of students passing the State Board for the first time. The following table indicates the percentage of students passing the State Board from 1978 to 1981:

1978	1979	1980	1981
72%	90%	86%	96%

The Anne Arundel Community College Nursing program is accredited by the National League of Nurses, which awarded the program reaccreditation in 1978 for an eight-year period, the highest award given by this agency. In 1981, the Maryland State Board of Examiners of Nurses examined the AACC Nursing program and continued their support and approval of the program.

Both agencies were very complimentary of the curriculum, the faculty, and the facilities. Recommendations made by both agencies were relative to the following: Refinement of the Philosophy, Objectives, and Conceptual Framework statements; continual evaluation of the program; and the professional development of the faculty in both the academic and clinical areas to meet proposed State Certification standards.

The College is addressing these issues and reports will be sent to the agencies according to their reporting requirements.

Over the past few years, the Nursing Department has made significant improvements in curriculum development and in the coordination of clinical areas. The College fully supports the Nursing program and takes pride in the Nursing graduates.

3. What action(s) does the college plan to take to address the above issues?

No changes are anticipated in the program other than the possible increase in enrollments. Although the costs for this program are higher than most programs at the College, the need for the low faculty-student ratio in the clinical areas justifies this additional cost.

The College is continuing to study the curriculum to provide easy articulation for the LPN nurses wishing to advance to the associate degree, RN level.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Electronics

PROGRAM HEGIS NUMBER: 5310-01 LEVEL OF AWARD: AA & Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

Additional information was obtained from a questionnaire mailed to former graduates of the AACC Electrical Engineering Technology curriculum. Twenty-seven responses were obtained from former students who had graduated from the EET program. Three students earned certificates, 22 earned associate of arts degrees and eight went on to complete their bachelor's degree in either engineering or engineering technology. The results reflect that AACC EET alumni are very satisifed with the quality of education they received. They also indicated that the EET curriculum is meeting its intended objectives of satisfying the initial entry, overall, and future employment needs of its graduates. For comparison purposes the results of the survey were normalized on a scale of 100. The students rated each question on a scale of one to five corresponding to a low (1) or a very high (5) degree of importance or value. If all students rated a question as a 5 the resulting normalized score would have been 100.

The students indicated an overall satisfaction of 82 toward their education at AACC and scored the quality of their education in EET courses at 79. Initial employment needs were assessed at 67, while increasing your theoretical understanding required for your job scored 72. The value of the EET course of study for their present job scored 71, while the value for future needs scored 73. The students rated the quality of the teaching at 79.

Most significant is the information reported by 25 former students regarding their salaries. The average salary before attending AACC was $10,900, which has increased to an average present salary of $21,600. Over an average time period of five years, this represents an increase of almost 100% in salaries, which is almost twice as high as would be expected from normal cost of living raises.

Annual surveys are planned to help the College assess the effectiveness of its programs and its placement activities.

2. According to the discipline cost analysis, the credit hour cost for this discipline is higher than the statewide cost for the discipline, and has increased considerably. What factors account for the high and increasing cost?

Previous data submitted by the College were in error. The FY80 adjusted cost for this discipline was $3,641 per FTE or $121 per credit. The high cost of this program as compared to others in the state can primarily be attributed to the high ratio of full-time faculty assigned to this discipline. In addition, increased equipment purchase costs were incurred with the development of microprocessor courses. The reported FY81 cost for EET was $3,728, or $124.

3. Characterize the program in terms of its enrollment and quality.

The Electrical Engineering Technology (EET) program has experienced a steady increase in enrollments over the past few years and is currently the largest single program in the Engineering Division. Fall semester enrollments have experienced a 30% growth in full-time equivalency (FTE) over the past four years.

1978	1979	1980	1981
19.53	20.83	22.60	25.26

The program is basic to the needs of Anne Arundel County as there is a larger concentration of electronics-related industries than any other type of industry. The enrollments reflect the increased demands of these industries but have lagged behind the market demand. The small number of graduates reflects the industrial demand for electronics technicians. Students have found that they can obtain employment as electronics technicians without completing the entire program. The Associate of Arts degree in itself does not provide employment opportunities which are more rewarding than those available for non-degree individuals. This is especially true on a short-time employment basis. The EET program at AACC is undergoing a complete curriculum review at the present time. In terms of quality, the program provides a comprehensive curriculum that affords its students the opportunity to acquire a strong background in basic electronics, communications, digital and micro-processor electronics, and control systems. The major concern at present is that the curriculum might be too comprehensive for a technician program. This could also contribute to the small number of completions. Options under consideration at the present are the development of a one-year certificate program and additional certificate programs in areas which are more directly related to the electronics industry in Anne Arundel County.

4. What action(s) does the college plan to take to address the above issues?

   a. The College has appointed a new Chairman of the Engineering and Engineering Technologies Division. He has extensive industrial experience and has initiated recruiting programs designed to provide the College programs more community visibility in both the secondary schools and industries. He has also initiated aggressive reviews of all the technical programs at AACC.

b. A mechanism is being developed to provide follow-up surveys to help assess the program in terms of quality and market placements. Industrial needs will be continually assessed to assist in program analysis and to insure that the College programs meet the community needs.

c. An intensive recruiting program is being implemented with direct contact to both high schools and local industries. A Counselor Assistance Program has been initiated to assist local high school counselors in advising students interested in engineering or technical careers. A Careers Day is also planned for the Spring to enable students to visit the College and obtain first-hand knowledge of the available programs.

d. Student counseling and advising services are being emphasized to help the students define their own personal and academic goals and to insure that they are headed in the right direction to achieve their goals. Data derived from such a counseling service will also help assess the College curriculum and provide valuable feedback on enrollment and completion trends. Students can also be made aware of the relative values of obtaining a certificate or a degree in a long-term employment situation.

e. Discipline costs will be closely monitored. Because of the rapid progression in the electronics state-of-the-art, equipment needs are a constant problem and tend to drive the program costs well beyond the costs of a non-technical program. Efforts are being planned to request industrial support to help underwrite or subsidize equipment costs. Obsolete equipment can be used in a technology course, but it must be well maintained and current enough to provide meaningful training experiences.

f. Program evaluation is recognized as a continuing and necessary process to insure that College programs are meeting the community needs. With continued assessment of its programs, AACC will improve its EET curriculum and continue to grow.

SBCC STAFF RECOMMENDATION:

The College is requested to answer question I. regarding (a) full and part-time employment, (b) job titles, and (c) relationship of job to field of training. The report is due June 1, 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Interior Design

PROGRAM HEGIS NUMBER: 5012-03 LEVEL OF AWARD: AA & Certificate

COLLEGE RESPONSE

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

   A telephone survey was developed to include the items above. The survey was mailed with a cover letter to those not contacted in the three-day telephone survey. A total of 43 responses were received from the original 120 listed in the College computer files as Interior Design majors, for a rate of return of 35.8%.

   Ten of the former students are employed in the field of Interior Design or a related area. Twenty are employed in other fields. Ten respondents are not employed and looking for jobs. There are three full-time students at four-year colleges. The respondents consensus seems to indicate satisfaction with the program itself but disappointment with the reality of a low job market in this area.

   In examining those employed in the field more closely, we found two are self-employed and eight work for a variety of firms in the private sector. The time of obtaining employment in the field after graduation ranged from "already employed" to "two years". Six of the respondents indicated their CCB program was directly related to their current job and four indicated it somewhat related. Three of the graduates are making $5-10,000 annually (one on a part-time basis), three are earning $10-15,000, two are receiving $15-20,000, and two did not answer the question.

   The twenty former students who are employed full-time but not in the field nor a related area gave various reasons for this. Seven could not find jobs in the field. One found better pay in current position. One found better advancement possibilities in current job. Four did not want to work in the field. One respondent indicated the program was not career oriented. Six listed other reasons, including not finishing Interior Design courses and changing majors. Two of them stated financial problems for leaving CCB but stated an intent to return to finish the program in the near future.

Of the thirteen unemployed former students, three are students at four-year colleges with Interior Design or related majors. The ten seeking for jobs indicate various reasons for being unable to find work. Five feel they need more education for the field, two indicate few openings available, two confess to not trying hard enough to find employment, and one confirms a change of career objectives.

2. Characterize the program in terms of its enrollment and quality.

ENROLLMENT IN INTERIOR DESIGN

	1978	1979	1980	1981
Headcount	30	30	38	41
FTE.	18	23	25	40
Awards	7	3	1	6

Although the enrollment has increased the last few years, the number of awards has shown a declining trend until June 1981. Many students truly believe they will be able to find jobs even though they are clearly and carefully informed of the current market. After trying to obtain employment in anticipation of their graduation, they often change majors or seek employment in other fields.

The Program Coordinator for Interior Design telephoned the employers given by respondents to the survey. There was unanimous agreement that our graduates are well prepared in the skills of the field. Most employers have been impressed by the depth as well as the breadth of their knowledge of Interior Design and its relationship to other areas. Four of those contacted hope to hire at least one more graduate if/when the general economy improves.

3. What action(s) does the college plan to take to address the above issues?

Due to current budget constraints, the College may move to suspend the program or reduce it to an option in Art with less specialization.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Computer Programming

PROGRAM HEGIS NUMBER: 5103-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low placement of students in their field of training?

In March 1981, a survey was developed and sent to all prior graduates to obtain data for a research project. The Computer Information Systems Department also included an alumni up-date form with the mailing. Two hundred seventy-two surveys were sent and 54 replies were received, a return of 19.9%. The responses about employment are quite different from those listed on the PDM print-out. Forty-six respondents are working full-time in computer related jobs (85%) and eight are not (15%). None indicated unemployment.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

Computer Operator
Computer Programmer
Computer Specialist
Computer Systems Manager
Customer Service Representative
Data Processing Manager
Data Review Technician
EDP Audit Manager
Headquarters Engineer
Manager of EDP
Naval Architect
President of Own Computer Services Company
Programmer
Programmer/Analyst Specialist
Project Leader of Communications Development
Section Chief RIA
Senior EDP Auditor
Senior System Analyst
Staff Consultant
Systems Programmer
Supervisor of Operating System
Tax, Quality, and DP Manager
Vice-President of Sales & Development

3. What factors account for the low levels of goal achievement?

It is very difficult at an open door college in an urban milieu to satisfy the goals of all students who enter the first courses in a program. The College has not been able to develop appropriate mechanisms to verify goal attainment nor to adjust goal changes during the pursuit of career education. The majority of the survey respondents indicate completion of additional courses/seminars since graduation. A review of the sponsors would indicate orientation on-the-job to the systems being used by the employer. Sixteen have earned bachelor's degrees and two have earned master's degrees.

4. What factors account for the relatively low satisfaction with instruction in the program among graduates?

Forty-eight graduates felt that their Community College of Baltimore courses were beneficial even if they were not working directly in the field (88.8%).

5. Characterize the program in terms of its enrollment and quality.

ENROLLMENT IN COMPUTER PROGRAMMING

	1978	1979	1980	1981
Headcount	228	272	553	699
Awards	21	24	17	18

The ratio of awards to enrollment as shown above is normal. Many people employed where computer systems are being introduced take our first year courses to learn the basics of computer operations. This may be for data input/use on their current job or for promotional potential. With the installation of a new system at CCB, many staff/faculty/administrators enrolled last year to be prepared to use terminal access for their own data processing/data reading needs.

This program has had a very active alumni association since its start. The course content (and the program itself once) has been continuously updated with the assistance of alumni in the field to respond to new systems, techniques, operations, and the like in the field. The faculty is ably qualified. The former department chairperson has attained national/international recognition in the computer education field.

There were 33 different employers listed on the surveys returned, with six graduates at the Social Security Administration. Community College of Baltimore graduates work at governmental agencies (federal, state, city), hospitals, banks, insurance companies, and many businesses using computer systems. By comparing responses with prior alumni update requests, it seems that most graduates continue with the same employer and are promoted internally rather than moving to other agencies for advancement.

6. What action(s) does the college plan to take to address the above issues?

The College has hired additional hard-to-get faculty to accommodate the expanding number of student enrollees. Additional laboratory facilities have been added and a new computer system installed. If anything, we may well need to limit future enrollment by selective admissions.

We believe we have one of the best computer programs in the State of Maryland. The increased enrollment would seem to indicate that our community agrees.

SBCC STAFF RECOMMENDATION:

According to the follow-up of 1980 graduates, only three of 14 CCB graduates (21%) were employed full-time in their field of training. The statewide figure is twice as high. With 17 CCB graduates in 1980, the response rate was 82 percent. The College's data, with a response rate of 20 percent, lacks reliability. The College is requested to monitor the program carefully to be sure that students are being placed in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Operating Room Technician

PROGRAM HEGIS NUMBER: 5211-01 LEVEL OF AWARD: Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

The Health Sciences Division and the program faculty regularly evaluate the Operating Room Technician program in terms of quality, effectiveness, and productivity. A number of the questions raised by the State Board for Community Colleges concerning this program have been periodically addressed. In order to respond to each specifically, and in terms understandable to the reader, a brief background sketch is deemed appropriate.

Following receipt of repeated expressions of community interest and positive responses to a needs survey, the Community College of Baltimore developed and implemented the Operating Room Technician program in the Fall semester of 1976. Class size for the program was intentionally limited for two reasons: (1) the relatively small number of clinicial affiliation sites; and (2) the College's commitment to the program Advisory Committee and members of the Baltimore Chapter of the Association of Operating Room Technicians that the job market would not be saturated with program graduates. In the Baltimore metropolitan area, individual mobility is limited by choice and the employment situation and is, therefore, relatively stable. Initially projected for the five year period was enrollment from eighteen to twenty-five full-time students and from six to twelve part-time students. The full-time equivalent growth was projected to go from twenty to twenty-nine students. Because of several factors, including the lack of qualified part-time applicants, the part-time student component of program enrollment did not materialize. Full-time enrollment in recent years has approached projected maximum as can be seen from the chart below.

Year	Enrollment	Number of Students Completing ORT Courses	Number of Students Completing Program (Eligible for Certificate Award)	Awards Granted
1976-77	15	7	2	1
1977-78	18	5	5	1
1978-79	18	10	7	0
1979-80	16	5	4	0
1980-81	24	11	8	3
Total	90	38	26	5

With the above as background, the following are the responses to the questions posed by the State Board for Community Colleges

1. What factors account for the low number of awards?

   The principal factor which accounts for the low number of awards is that most of those who actually complete all courses in the program's curriculum do not officially graduate from the College. Operating Room Technician is a one-year (two-semester) program with a summer practicum component. Students do not complete the program until the middle of July, some weeks after the College's official commencement date. They are not eligible for graduation until the following June. The majority of those who complete the program do not submit an application for graduation nor pay the graduation fee. The official certificate award does not appear to be critical for their employment needs. Of the twelve who completed the ORT courses, but did not complete all other courses in the curriculum, the College has identified four who currently work as Operating Room Technicians. The College is unable to award certificates when students do not apply for graduation. Twenty-six students have completed the program and are technically eligible for certificate awards.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

   All students admitted to the program, as well as those approaching eligibility for admission, have a conference with the Program Coordinator to discuss their individual goals as well as the requirements and demands of the program. To the extent possible, the Program Coordinator also informally follows up on those who complete the program. All available evidence indicates that the students seek to become competent practitioners in a health career field. Many especially seek admission to the Operating Room Technician program either because of its quality reputation at the College or because it provides a path to professional employment in less than the two years required for an associate in arts degree. Those who have completed the program and are employed as ORTs are extremely pleased with this career field.

3. If the original program proposal estimated the number of awards, how do the projections compare with actual awards? If there are substantial differences, what factors account for them?

   The number of actual awards are substantially different from those included in the program proposal estimates. Many factors account for these differences, some of which were noted above.

   a. Enrollment has not reached the estimates projected in some years due to the lack of qualified applicants. In other cases, candidates have been accepted, but failed to register. For example, class size for the current year is seventeen. Twenty-four were accepted for admission.

b. Attrition is high. Operating Room Technician is a heavily science-based program, and many students have serious problems in mastering the biology courses in the curriculum, especially microbiology.

c. Pressure is intense. Because of the nature of the work in the operating room, which frequently involves critical surgery, members of the surgical team, including the operating room technicians, are under considerable pressure. Some students are unable to function under such strain and others cannot tolerate the periodic "temper-tantrums" of surgeons under stress. This atmosphere accounts for a number of withdrawals from the program each year.

d. Employment opportunities or other alternatives may be available. Each year there are one or more students who seek employment after completing the second semester of the curriculum rather than enroll in the costly summer practicum. In certain cases, as openings become available, hospital affiliates have offered positions to the better students. The faculty is now actively discouraging this practice.

During their progress through the program, some students become interested in or more confident of their ability to pursue a more advanced level of health care practice. For example, a number have applied for the Nursing program. If admitted, they rarely complete the summer practicum or the ORT program. Currently, four of last year's students are in the Nursing program. One individual who completed the program later enrolled in the Respiratory Therapy program and is now employed in that field.

e. Actual awards data are misleading. As indicated above, twenty-six students have completed the program to date. Because they did not choose to officially graduate, there presently exists no mechanism by which such completions can be recognized.

4. What does the college consider to be a minimum number of awards for a successful program?

Based on more than ten years experience with ten or twelve allied health education programs, the College has long recognized that high attrition is a serious problem. The average attrition for all programs, with the exception of Dental Hygiene (which has more selective admissions) is two-thirds of an entering class. Approximately one-third actually complete a program. The same one-third applies in the one-year certificate programs, such as Operating Room Technician and Dental Assisting. As stated earlier, those who complete one-year programs in the summer rarely return to officially graduate.

Although the one-third rate in program completion or degree/certificate awards may be perceived as a poor success rate, two overriding factors must be taken into consideration: (1) the curricula in these programs are highly structured, very intense and extremely demanding; and (2) the greater percentage of those admitted as high risk, inner-city students. These students can be classified as socioeconomically disadvantaged and initially academically deficient.

The College considers all of the Health Sciences programs successful. In those career areas where it is required, the pass rates on registry/licensure examinations are quite high--in the 90 to 100% range. In the case of the Operating Room Technician program, the hospitals are quite pleased with their performance. As noted earlier, some of those who completed the ORT courses (but not the full curriculum) are employed by local hospitals.

5. According to the discipline cost analysis, the credit hour cost for this discipline has increased considerably, and at a faster rate than the college cost for all disciplines. What factors account for the increase?

The College reported the program costs under HEGIS 5299-00 for FY '77 and FY '78. Part of the direct cost for compensation was erroneously attributed to this code for FY '78, although the rest of the costs were correctly reported to the 5211-01 HEGIS number. This factor accounts for the apparent rapid increase. The discipline costs for the program should show no greater increase than the allowance for inflation.

6. Characterize the program in terms of its enrollment and quality.

Enrollment in the program has been addressed above. In the five years since implementation, the entering class size has averaged eighteen students. Maximum class size has now been increased to twenty-five for 1982. Admission requirements include high school graduation, high school courses in biology and chemistry with grades of "C" or better, and readiness for college level English. Because of the demanding nature of the program, preference in admission is given to candidates who have already completed all of the science courses in the curriculum.

The quality of the program is perceived by the College to be high. Upon completion, graduates are competent professionals, fully capable of performing on a surgical team under the most intense circumstances. The reputation of the program and the quality of its graduates are becoming established in the Baltimore metropolitan area. Operating Room supervisors in hospital affiliates which provide clinical experiences for the students, as well as those who employ them, are extremely pleased with the preparation and level of competence of those who have completed the program. Largely because of the growing reputation, one hospital has now agreed to affiliate with the program to provide clinical experiences for the students. Another has indicated a possibility of affiliation next year when their staffing situation improves.

Furthermore, many other hospitals not affiliated with the program, regularly contact the ORT faculty for prospective employees when they have position vacancies.

7. What action(s) does the college plan to take to address the above issues?

The questions raised by the SBCC do not represent issues that have not already been addressed by the College. In our continuing efforts to improve the quality of instruction and preparation of graduates, this type of in-house evaluation is an on-going process for all programs. The high rate of attrition is recognized as a serious, persistent problem.

The latest in a series of thrusts designed to remedy the situation is the implementation of a developmental semester for prospective Health Sciences students, including those who seek admission to the ORT Program. This developmental semester is intended to eliminate academic deficiencies and to improve basic skills. Included in the semester package and coordinated within the developmental courses is a series of modules which provide an overview of health field, introductory medical terminology and mathematical skills for the health practitioner. The College is optimistic that this new approach will be more effective than past efforts.

We will be implementing a system of securing graduation applications several times a year instead of waiting for the Spring semester and losing the Summer and Fall completers.

The only other major problem that appears to exist, for which the College needs the assistance of the SBCC in solving, is how to secure recognition of those eligible for award who do not choose to officially graduate. It is obvious that the present data reporting system, which only provides for reporting of actual graduates, does a disservice to the Operating Room Technician program and to the College.

SBCC STAFF RECOMMENDATION:

The College is requested to explain why enrollment data in the evaluation report differ from data submitted by the College on HEGIS reports by June 1, 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Recreation Leadership

PROGRAM HEGIS NUMBER: 5506-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low placement of students in their field of training?

   There are several factors that account for this low placement, and include the following:

   a. While the PDM report indicates only six other community colleges with programs similar to CCB's Recreation Leadership program there are actually 11 colleges in the state with similar programs. These include Allegany, Catonsville, Charles, Chesapeake, Frederick, Montgomery and Prince George's community colleges; Salisbury State, and Hood Colleges, and the Universities of Baltimore and Maryland. (This information was obtained from the Maryland Recreation and Parks Association). The University of Maryland at College Park has an enrollment of over 500 undergraduate recreation majors.

   b. The Recreation Leadership program was initially developed to train individuals for placement predominantly in the Baltimore City Bureau of Recreation. As a result, this program has channeled individuals into municipal recreation training. In the past several years, municipal recreation has suffered from hiring freezes, budget cuts, and is now faced with additional belt-tightening measures due to Reaganomics. Therefore, the job prospects for which many of our students have been trained have been cut off, and the situation doesn't look very promising for the next few years.

   c. Many of the current job openings are filled by persons who do not have training in the field of recreation but in other areas such as physical education, education, and sociology.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

   Only one student responded to the most recent survey of 1980 graduates. That student had secured only part-time employment (not directly related to recreation) in a local nursing home.

   Many of the program's current students are already employed full-time in their field of training in positions such as Recreation Leaders and Recreation Center Directors and are attending college for career advancement. Through informal communication, we have learned that many of our graduates are employed with the above titles, as well as the titles of Recreation Specialist, Activity Therapist I, and Activity Therapist II.

3. If the original program proposal estimated the percentage of graduates to be employed full-time in their field of training, how does recent experience compare with the estimate? If there are differences, what factors account for them?

This program was initiated so long ago that any data predictions would have expired by now. Indicators from the PDM report show that none of our graduates were employed full-time in their field of training, which obviously must be below the original program proposal estimates. (However, the PDM reports obtain information from follow-up student surveys, and the response rate may not be enough to be representative of our program.) Factors that possibly account for this discrepancy are discussed above in question one, plus the possibility of an over-optimistic projection of full-time job placement.

4. Characterize the program in terms of its enrollment and quality.

At present, the PDM report shows the Recreation Leadership program with a total of 67 students - 50 full-time and 17 part-time. Enrollment has dropped approximately 21% since 1975. The program has continued to graduate students each year, many of whom seek further education. Many of our students have gone to the University of Baltimore to obtain their B.S. degree. Several have begun or completed their M.S. degree from the University of Baltimore. Several, including one graduate from our program last year, have received academic scholarships and assistantships to continue their education. The information presented above in question two seems to indicate that many of our students do find placement in their field of training and achieve quite well. All in all, it seems that many of our students, current as well as graduated, have done quite well.

5. What action(s) does the college plan to take to address the above issues?

Several actions have been or will be taken to address the above issues. These actions include the following:

a. A Recreation Coordinator has been hired as of July, 1981 to further develop and coordinate the Recreation Leadership program as well as the Therapeutic Recreation option.

b. The fieldwork component of the program will be reorganized to offer a more concentrated field experience in a particular area, i.e., nursing homes, recreation centers, and commercial recreation facilities, which could possibly lead to better chances of job placement.

c. Several new courses are being considered that would make the program more attractive and stimulate interest outside the realm of municipal recreation. Courses on commercial recreation and additional therapeutic recreation courses are being considered. The possibility of creating a recreation course open to all CCB students may stimulate interest among undecided students.

d. More effective recruiting techniques such as visiting high schools and various recreation agencies, as well as improved articulation with four-year institutions and various recreation agencies will be developed.

The Recreation Leadership program at CCB may still be a viable part of the academic program. With some innovation, the program can be changed to meet current needs, which means a channeling into other areas of recreation as well as municipal recreation. We may attract some students who have been turned away from the University of Maryland since the Recreation Department there has instituted a Selective Admissions plan. As far as job placement, greater cooperation between the program here and various recreation agencies is needed and will be developed. Current budget conditions may force the College to consider suspending this program.

SBCC STAFF RECOMMENDATION:

The College is requested to consider adding a statement to the catalog to inform students about the limited opportunity for full-time employment in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Catonsville Community College

PROGRAM TITLE: Mental Health

PROGRAM HEGIS NUMBER: 5216-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the declining enrollment in this program?

There was a decrease in the number of students enrolling in MEH 101 in Fall 1981. There was a substantial decrease in those enrolling in MEH 212 in Fall 1981. It is difficult to determine why. One full-time staff member was on leave during the Fall of 1980, and the substitute instructor may have been a factor. Another factor may be lower quality students, which resulted in a higher dropout rate. The depressed job market might have discouraged students, particularly quality students, from enrolling.

2. At what level does the college expect the enrollment to stabilize?

It is difficult to predict a trend until data are available. We would need at least another year to determine if the trend is real or simply random fluctuation. In terms of students completing MEH 213, the fourth mental health course in the four-course sequence, the trend in the last five years has been up, from 16 in 1977 to a high of 22 in 1981. This is an average of 22 per year for the total history of the program and includes one year (1974) with 31 graduates. In 1982 there will be a radical drop, but not enough to conclude trend exists. For the past seven years, the number of students completing MEH 213 are:

1975 - 26
1976 - 22
1977 - 16
1978 - 20
1979 - 19
1980 - 21
1981 - 22

It appears that this level will continue for this year.

3. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

The MEH program enrollment estimates were 68 (1973) and 80 (1974). The size of the MEH 101 class has been fairly constant at about 40 entering freshmen each year since the program began. The job market is the single most likely factor contributing to a declining trend if such a trend exists.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

In Spring 1981, 86 survey forms were mailed and 56% were returned after one follow-up.

42% are working toward a degree since graduation;
13% are working full-time in mental health;
6% are working part-time in mental health;
29% are working in mental health areas;
19% are in school full-time;
15% are in school part-time;
65% reported achieving their original goal when they graduated;
77% would definitely or probably recommend the program to others;
63% would definitely or probably choose mental health as a career;
100% felt the program provided skills necessary to work with clients;
98% have used skills taught in mental health program:
  in employment (54%)
  in volunteer work (25%)
  in further education (42%)
  in personal life (69%)

Occupational Titles

Interviewer specialist
Interviewer
Mental Health Associate II
Addiction Counselor III
Psychiatric Nursing Assistant
Addiction Counselor
Intake Coordinator
Juvenile Counselor
Medical Social Worker
Counselor
Program Technician Substitute - Baltimore Association for Retarded Citizens
Marketing Representative - Customer Relations
Accounting Clerk
Co-Owner Clothing Store
Carpet Mechanic
Cashier/Clerk
Data Technician
New Accounts Receptionist - Bank
Machine Operator
Administrative Assistant to Principal
Real Estate Counselor

5. In the 1978 evaluation of the program, the college outlined several actions that would be taken. Were those actions carried out, and if so, what was their effect on the program?

   a. We have revised the catalogue so that the notion of a need for early registration and possibility of a waiting list are not included. Also the idea that the course prepares one for a family of human service occupations has been included.

   b. An allied health brochure is being prepared to include mental health associate courses to appeal to others potential student populations.

6. Characterize the program in terms of its enrollment and quality.

The college's Office of Institutional Research has identified students enrolled in MEH courses and determined that 69% are declared MEH majors. Efforts are being made to identify the program major of other students enrolled.

Please note additional enrollment information in question two.

In general, graduates report a high degree of satisfaction with our Mental Health program.

The practicum facilities continue to be a source of employment for students. Several students were employed by the facility where they did their practicum during the spring semester. This continues to be direct evidence that our students are receiving good training.

Jobs are obviously a problem but 98% of those responding to the survey indicate that they have used skills taught in the Mental Health program. Thirty-four percent are continuing their education full or part-time. While 29% are working in non-mental health positions, they are still benefiting from their educational opportunity and, therefore, our program has served as a legitimate educational option.

7. What action(s) does the college plan to take to address the above issues?

We will maintain contact with a large number of human service agencies to see what their needs are and to remind them of the availability of our students both for practicum as well as employment possibilities. We are also exploring the possibility of sending out a flyer to human service agencies describing our program and courses available so that they might be used as an upgrading resource for their employees. This will attempt to deal with the issue of the lack of creation of new jobs.

Counselors and advisors need to be made aware of the current findings (1) transferability of Mental Health credits, (2) job titles, descriptions, and salaries. This should prove helpful in counseling students considering the Mental Health program.

The program needs to broaden its identity, perhaps change its image and explore how the skills taught could be applicable to a wider range of human services. Efforts will be made to emphasize the applicability of training and to appeal to currently employed but not college-trained personnel. Some consultation in the area of Career Planning and Development is being planned with regard to this possibility.

In order to remain abreast of the most current trends, Mental Health graduates should continue to be surveyed.

SBCC STAFF RECOMMENDATIONS:

(1) In connection with question 5., several actions to be taken by the College after the 1978 evaluation were not mentioned. The College is requested to report if those actions planned in 1978 were carried out, and if so, what was their effect on the program. The report is due June 1, 1982.

(2) The College is requested to consider adding a statement to the catalog to inform students about the limited opportunities for full-time employment in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Catonsville Community College

PROGRAM TITLE: Quality Control

PROGRAM HEGIS NUMBER: 5312-01 LEVEL OF AWARD: Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low number of awards?

The low number of awards are believed to be the result of the following factors:

a. Most students are presently employed in the Quality Control field in order to upgrade or obtain specialized skills. As most of the students are part-time, the process of pursuing a certificate is slow.
b. All faculty are part-time, which limits the amount of effort devoted to proper student advisement, promotion and coordinating the program.
c. Economic conditions have reduced employee tuition reimbursement by companies. Some students who desire the certificate plan to return to complete their course work when funds become available again.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

Educational Goals	Number	Percent
Take courses without working toward certificate	3	11%
Obtain Certificate	22	78%
Obtain AA (General Studies)	3	11%

Personal Goals	Number	Percent
Exploration of new career field	1	4%
Program for immediate entry into career	2	3%
Prepare for transfer	2	7%
Update skills for job currently held	24	80%
Personal interest or self-enrichment	0	-
Other	1	3%

*Source: Students enrolled in Spring 1981 and Fall 1981

3. If the original program proposal estimated the number of awards, how do the projections compare with actual awards? If there are substantial differences, what factors account for them?

   The number of awards (certificates) falls short of the original program proposal estimates of 5 in 1973 and 3 in 1974. The number of awards did increase to 13 in 1977. The reduction in certificates awarded annually since 1977 is accounted for in question 1.

4. What does the college consider to be a minimum number of awards for a successful program?

   In view of the slight decline in enrollment the college can expect to award fewer than five certificates per year for the next two academic years. In view of the goals identified by many of the students, less than five per year is acceptable for a successful program which has very low direct costs associated with it.

5. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

   The results of a telephone survey conducted of students recently enrolled in Quality Control courses indicated that most students are employed full-time in a position related to Quality Control and took the course(s) because it directly related to their job.

Response	Number
Employed full time	14
Employed part time	1
Program directly related to job	8
Program somewhat related to job	5
Program not at all related to job	2

Current Position (title)	Employer
Quality Assurance Analyst	Bendix Corp.
Quality Assurance Specialist	U.S.A.F.
Supervisor of Inspection	Travenol Labs
Quality Assurance Manager	Gould, Inc.
Assoc. Quality Assurance Engineer	Gould, Inc.
Field Engineer	Westinghouse
General Contractor	Electronics Modules, Inc.
General Contractor	J. W. Morgan, Inc.
Incoming Inspector Supervisor	Travenol Labs
Inspector	AAI, Corp.
Stockman	CGR Medical
Quality Control Supervisor	W. R. Grace Company
Senior Inspector	Gould-Chesapeake Instruments
Quality Control Inspector	AAI Corporation
Quality Control Engineer	Martin Marietta

6. Characterize the program in terms of its enrollment and quality.

While the number of certificates granted is low, the interest in Quality Control courses is demonstrated by the positive responses to the program's value among the students surveyed. Enrollment is expected to be maintained in the future as a result of much discussion of productivity (quality circles) in industry and the Quality Control program response to it.

The College's Office of Institutional Research has determined that 51% of students enrolled in Quality Control courses are declared program majors. Effort is being made to identify the majors of other students enrolled.

7. What action(s) does the college plan to take to address the above issues?

a. The program coordinator has recently formed an advisory committee from local industry to review the program and consider modifications.
b. The program coordinator is conducting a study through the American Society of Quality Control of other Quality Control programs throughout the United States to ensure that the program is compatible with other successful programs.
c. Non-credit course offerings are being planned in order to enhance the visability of the College's credit program in Quality Control.
d. Specialty program packages (letters of recognition) of eleven credits or less are planned to interest students in goal attainment.
e. The Office of Career Education will review the policy of using a part-time instructor as program coordinator.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORTT
1981

COLLEGE: Catonsville Community College

PROGRAM TITLE: Industrial Maintenance

PROGRAM HEGIS NUMBER: 5312-02 LEVEL OF AWARD: AA & Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low number of awards?

   a. It appears that most students enrolled in Industrial Maintenance courses are not pursuing degrees or certificates. Most students taking Industrial Maintenance courses are seeking specific bodies of job-related knowledge rather than following traditional academic routes.

   b. A particular case in point is the infrequency with which ELE 214, a required course in both the degree and certificate programs, is successfully offered. The few students registering for this course have prohibited its scheduled offering (for several years) and, therefore, kept those students from satisfying their degree or certificate requirements.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

   Using admissions data, the following information was collected:

Educational Goals	Number	Percent
Take courses without working toward degree or certificate	6	17%
Obtain degree	13	36%
Obtain certificate	17	47%

Personal Goals	Number	Adjusted %
Exploration of new career field	2	5%
Program for immediate entry into career	7	18%
Prepare for transfer	1	3%
Update skills for job currently held	26	69%
Personal Interest or self-enrichment	2	5%
Other	-	-

*Source = students enrolled in Spring 1981 and Fall 1981.

3 If the original program proposal estimated the number of awards, how do the projections compare with actual awards? If there are substantial differences, what factors account for them?

Since the original numbers were estimates and the current figures represent actual enrollments, it appears the projections do not accurately reflect student needs.

The program advisory committee has met and is conducting a review of the program. At its next meeting in February, 1982, the committee will consider several changes in the required electricity courses in order to satisfy current needs of Industrial Maintenance technicians.

4. What does the college consider to be a minimum number of awards for a successful program?

In adult career education, there may not always be a relationship between awarded degrees and a successful program. Figures indicating the enrollment and course retention rates may be more accurate indicators of program value. As a result of the planned program changes (refer to question #7), it is expected that the completion of awards will become more desirable and, therefore, more awards would be expected than has been the case thus far.

5. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

The results of a telephone survey conducted of students recently enrolled in Industrial Maintenance courses indicated that most students are employed full-time in a position related to industrial maintenance and took the course(s) because they were directly related to their job.

Response	Number
Employed full time	17
Employed part time	2
Program directly related to job	14
Program somewhat related to job	4
Program not at all related to job	1

Current Position (title)	Employer
Building utility manager	W. H. Cambell Co.
Maintenance mechanic	Floor Systems
Manufacturing engineer	General Electric
Microelectronics technician	Westinghouse
Electrical mechanic	AAI, Inc.
Tool and die maker	Black & Decker
Maintenance supervisor	Naarden International
Apprentice gas fitter	Ittner Mechanical Svc.
Maintenance mechanic	Naarden, Inc.
Maintenance mechanic	City of Baltimore
Machinist	American Bottling Co.
Maintenance supervisor	Russell Williams, Ltd.
Janitor	McCormick
Utility operator	Howard County Govt.
Building inspector	Social Security Adm.
Maintenance supervisor	4-H of America
Maintenance mechanic	Sheet Metal Coating and Litho Co.
Methods engineer	Koppers Company
Electronics technician	Procter and Gamble

6. Characterize the program in terms of its enrollment and quality.

The enrollment in the Industrial Maintenance Technology (IMT) program usually exceeds the leased physical facilities. Frequently, it is necessary to turn potential students away due to the size of shops and available machinery at this site.

The College's Office of Institutional Research has identified students enrolled in IMT courses and determined that 65% are declared IMT majors. Effort is being made to identify the program major of other students enrolled in IMT courses.

According to the employers of enrolled IMT students, the quality of the program is very good; however, efforts are being made to improve the curriculum. The major attempt to upgrade the program and rewrite course outlines will be through faculty/advisory meetings.

7. What action(s) does the college plan to take to address the above issues?

a. Using the Industrial Maintenance Advisory Committee, the program coordinator plans to recommend the following course and program changes to satisfy the current needs of the industrial maintenance technician:

(1) introduce a new course, Industrial Electricity.
(2) delete ELE 109 and ELE 214 (Electricity/Electronics II, III) as required courses.
(3) Modify ELE 108 (Electricity/Electronics I) to include material from ELE 109 and delete National Electrical Code from the course.
(4) Require CIT 141 (Fundamentals of National Electrical Code).

b. The College will continue to offer the highest degree of instruction consistent with industry requirements.

c. The College will continue to monitor the program through the "Program Evaluation and Planning Summary" compiled by the Office of Institutional Research.

SBCC STAFF RECOMMENDATION:

The College has stated that there are too few students registering for a required course (ELE 214) to offer the course on a regular basis. The situation creates a barrier to student completion of the program. The College is requested to either teach the course more often or consider discontinuing the program and offering only service courses.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Catonsville Community College

PROGRAM TITLE: Recreation Leadership

PROGRAM HEGIS NUMBER: 5506-01 LEVEL OF AWARD: AA & Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low placement of students in their field of training?

   a. In recent years, traditional public recreation has suffered due to budget cuts, various property tax cuts, etc. This trend, which began around 1972 and continues today, shows a decline in the number of full-time positions available in the recreation and parks field. Many students enter the program with one primary goal such as working in public recreation, park service, or in a specific therapeutic setting such as working with the blind. Competition for these positions is great and occasionally filled by graduates of baccalaureate or master's programs who have more experience through internships and part-time employment and, therefore, have made more professional contacts.

   b. Another factor in low placement is that some students transfer to four-year institutions and, therefore, delay their employment in a recreation-related position.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

   The following list identifies the occupational titles of those graduates most recently surveyed:

   Social director (three graduates), Town and Country Apartments
   Nursing home activity directors (ten graduates)
   Coordinator, Maryland State Special Olympics
   Area coordinator, Howard County Department of Recreation and Parks (two graduates)
   Park ranger (five graduates), U. S. National Park Service
   State park ranger
   Therapeutic recreation aide, Maryland School for the Deaf
   Activity therapist, Spring Grove State Hospital
   Coordinator, student activities in college unions
   Director of recreation, Maryland Cup Corporation
   Program director, YMCA
   Director of recreation therapy, Victor Cullen Center
   Recreation center director, U.S. Army, Korea
   Travel agent (two graduates)
   Director of recreation, Lutheran Churches of Maryland
   4-H Youth extension agent
   Sports coordinator, Howard County Department of Recreation
   Boy Scout executive
   Programmer, Baltimore County Office of Aging

3. What factors account for the low rate of goal achievement among entrants?

The lack of available employment in the recreation field would seem to be the principle factor limiting students from attaining their goals. (Please refer to question 6.)

4. More of the graduates of this occupational program transferred than found work in their field. The college is urged to consider converting the program to a transfer option.

The program at Catonsville Community College trains the student in the basics of activity leadership. Currently, graduates are prepared to begin work immediately or, if sufficiently motivated, transfer and prepare to become an administrator of high-level programs that should make them more professionally marketable in times of a tight job market. To restrict the program to transfer would limit the opportunity to work immediately after graduation, something our current majors are well prepared to do.

Also, recently, the Society of Park and Recreation Educators of the National Recreation and Park Association passed a resolution that will begin the process of program approval on a national level. The coodinator was involved in the process of the development of these program standards. They believe that a Recreation Leadership program can, and perhaps should, serve both the career student as well as the transfer student.

5. Characterize the program in terms of its enrollment and quality.

Data provided by the College's Office of Institutional Research indicate that the Fall 1981 program enrollment was 68 students, and has determined that 52% of students enrolled in REC courses are declared program majors. Effort is being made to identify the major of other students enrolled.

Catonsville Community College is recognized as having an excellent community college recreation and parks program. Letters attesting to this can be obtained from many individuals in the profession throughout the country. All members of the advisory committee for the curriculum are prepared to attest to this fact as well.

Technically, course syllabi are thorough and up-to-date, and textbooks are very recent and comprehensive. Supplementary study, such as term papers, library readings, field trips and professional speakers, lend depth to the coursework. Many students with four-year degrees in other fields are returning to Catonsville for an AA or courses in recreation and parks.

6. What action(s) does the college plan to take to address the above issues?

In order to assist students in the attainment of their goals and program visability, the career program coordinator will do the following:

a. Provide a job referral service. In order to make students more aware of opportunities available to the, the career coordinator has established the active job referral service serving as a clearinghouse for jobs in the metropolitan area. Employment opportunities have been identified in the following areas:

   (1) therapeutic recreation
   (2) public recreation
   (3) public parks (local, state and federal)
   (4) commercial recreation
   (5) private recreation
   (6) correctional recreation
   (7) apartment recreation
   (8) Armed Forces recreation
   (9) voluntary recreation
   (10) church recreation

b. Attend professional conferences to keep professional contacts open in order to assist in student placement.
c. Provide an up-to-date file of career possibilities and transfer institutions.
d. Urge students to obtain part-time experience during college.
e. Implement an entire new curriculum in commercial recreation (passed by CCC Senate, June, 1981).
f. Delete the park management option for lack of currently available jobs.
g. Keep open communication with the advisory committee and the CCC Recreation and Park Alumni Club (C.A.R.S.).
h. Initiate the following recruitment activities to attract talented students to the program and give it greater visibility in the local area.

   (1) contact with high school guidance counselors
   (2) speaking engagements at career fairs and days
   (3) speaking engagements at Explorer Scout Troops, PTA's, 4-H Clubs, YMCA, and other youth groups
   (4) participation in a recreation and park awareness fair
   (5) contact with professionals who know of talented high school students whom they can recommend to our curriculum.

SBCC STAFF RECOMMENDATION:

The College is requested to consider adding a statement to the catalog to inform students about the limited opportunity for full-time employment in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Cecil Community College

PROGRAM TITLE: Arts and Sciences (transfer)

PROGRAM HEGIS NUMBER: 4910-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the declining enrollment in this program?

   With uncertain job markets in some areas of Arts and Sciences and with shifts in student program needs, recently fewer students have enrolled in the transfer Arts and Sciences program. In addition, the majority of our students come from low income families and have reassessed the amount of education beyond their community college years that they will be able to afford. Many are terminating their education after two years due to increased costs of education.

2. At what level does the college expect the enrollment to stabilize?

   Unknown.

3. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

   The original program proposal did not estimate enrollment.

4. Characterize the program in terms of its enrollment and quality.

   The quality of the program is not the factor in declining enrollment. The quality is high and is consistent with similar programs at other community colleges. The SBCC report indicates that our graduates in the program are extremely satisfied with their education and are academically successful at the university to which they transfer.

5. What action(s) does the college plan to take to address the above issues?

   The college can do nothing concerning the higher costs of education nor the low income level of the majority of our students. What we have done is to redesign the General Studies program to encourage students to consider the Arts and Sciences transfer program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Cecil Community College

PROGRAM TITLE: Photography

PROGRAM HEGIS NUMBER: 5007-01 LEVEL OF AWARD: AA & Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

   Photography program students and graduates have been successful in the area of job placement.

Employment	Number	Percent
Full-time	12	80%
Part-time	3	29
Total	15	100%
Job Directly Related	11	73
Job Somewhat Related	3	20
Job Not Related	1	7

2. According to the discipline cost analysis, the credit hour cost for this discipline has increased considerably, and at a faster rate than the college cost for all disciplines. What factors account for the increase?

   Discipline costs in Photography increased at a faster rate than the College cost for all disciplines in 1980, a dramatic shift from 1979 when College-wide discipline costs increased at a faster rate than discipline costs in Photography. Why? The 1978 evaluation of the Photography program for SBCC recommended that the photography facility be moved from its make-shift location in the Physics Lab to a facility designed for photographic operations in the then proposed Building III. Unfortunately, despite SBCC support, full funding for Building III was unobtainable. Thus, in 1980 a major renovation of the existing Photography/Physics Lab was undertaken to provide a much needed upgrading of facility safety and student capacity. Photographic sinks were built and plumbed in. Processing equipment was installed to perform lab tasks in the special space requirements of the existing facility. A portrait/commercial studio was set up for student use and equipment for this area was purchased. Thus, the equipment budget for FY 80 was more than double what it was for FY 81 and FY 82 or the proposed FY 83 budget. Program costs in general for the FY 78 through FY 81 period reflect a number of issues:

a. The initial start-up costs for the Photography program were woefully inadequate and the quality of the program suffered accordingly. We have moved steadily to correct these deficiencies and acquire the equipment required to offer a solid course of study to prepare students with job-entry skills.

b. In addition to providing the appropriate kinds of equipment, we have moved to provide a sufficient number of learning stations to meet the needs of increased enrollment.

c. A College-wide water filtration problem in FY 80 and FY 81 repeatedly shut down lab operations and ruined chemicals and supplies that had to be replaced. Because of the prolonged nature of the problem, major lab equipment overhaul was eventually required at considerable expense. (We still face a major repair bill in FY 82 caused by the water problem.)

d. The international crisis in the price of silver quickly escalated costs in all phases of the photography industry.

e. Finally, the photography industry is highly competitive. If our students are going to compete successfully in the job market, they are going to need a high-quality education; one contributing factor toward that goal is, of course, cost. Career oriented photography education has been at Cecil Community College, and state-wide, a higher cost program than a number of disciplines that are less dependent on equipment and laboratory facilities for learning.

3. In the 1978 evaluation of the program, the college outlined several actions that would be taken. Were those actions carried out, and if so, what was their effect on the program?

a. The photography facility was not moved to the proposed Building 111; however, major renovations were completed in the existing facility in FY 80 as discussed in section 2. The effect was a substantial improvement in the safety and usage of the facility.

b. More students have been counseled into the certificate program who might otherwise have declined to complete any program at Cecil Community College. The number of certificate graduates is increasing.

c. The Program Coordinator has not monitored program records such as discipline cost analysis and graduate follow-up surveys.

4. Characterize the program in terms of its enrollment and quality.

Enrollment has been fairly steady and at about capacity level since 1978. More students could have been fit into some classes while three required courses (two from the first year program, one from the second year program) have been filled to capacity repeatedly.

The quality of the program is generally regarded as good. Strong aspects of the program include: 1) The adjunct faculty of working professional photographers who are able to do an especially capable job of teaching students in preparation for the job market; 2) The photography lab supervisors who have A.A. degrees in photography and are able to provide critical quality control of studio and lab operations while providing tutorial assistance to students; 3) The upgraded equipment and facility as described in section 2.

5. What action(s) does the college plan to take to address the above issues?

a. Emphasis on maintenance and repair of existing equipment to ensure maximum longevity.

b. Upgrading of the certificate option to increase the number of graduates with special interests.

c. Continued articulation with industry in the areas of curriculum development and job placement.

d. Continued use of a recently implemented silver recovery system for conservation and economic factors.

e. Continued all-around efforts to upgrade the quality of photographic education. We now have a staff with a good bit of experience in photography education and many interesting ideas to make the total operation run more efficiently and effectively.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Charles County Community College

PROGRAM TITLE: Drafting

PROGRAM HEGIS NUMBER: 5303-01 LEVEL OF AWARD: Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low enrollment in this program?

   It is believed that low enrollment is due to lack of need for a Drafting certificate to gain employment in the field. The enrollment in EGR 120, the initial Drafting course, which is also a requirement of the Engineering transfer curriculum, is more than satisfactory (approximately 110 students per year). The course is often pursued by students who do not consider a Drafting certificate advantageous.

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

   Although the original projections for enrollment are unknown, they were probably based on best estimates of that time. The enrollment for the last few years has been less than expected. A prime factor may have been the cutback in technical employment and the phasing out of an apprentice program at the Naval Ordnance Station, Indian Head, Maryland, one of the few prime employers in our geographical area. This trend has now lessened with recent re-emphasis on build up of national defense. Also, our campuses in St. Mary's County and Calvert County are close to the Naval Air Station, Patuxent River (NAS PAX) and Calvert Cliffs Nuclear Power Plant, as well as several companies which support defense contracts at NAS PAX. It is anticipated that the program may become more viable due to an increase in defense programs.

3. What does the college consider to be a minimum enrollment necessary to support the program?

   The minimum enrollment necessary for the College to support the program is very low because the courses included in this program are included in other programs or are satisfactorily enrolled individually by part-time students. As long as future outlook for enrollment is favorable the program should be retained. Certainly, in the long run, an enrollment of less than 10 students per year is unjustifiable.

4. Characterize the program in terms of its enrollment and quality.

The program is considered to be of realistic quality for any person who desires to pursue Drafting as a vocation. The program includes not only courses in Drafting and mathematics but also English and physics. These later courses give the draftsman a deeper understanding of this profession, as well as an ability in written expression. The enrollment has been small due to reasons stated under questions I and 2.

5. What action(s) does the college plan to take to address the above issues?

Recently several companies in our area expressed an interest in our engineering and drafting programs due to an increase in their employment in support of increases in national defense. Their interest and possible establishment of apprentice type programs at the naval installations in our area could result in an increase in enrollment in the next year or two. If this improvement is not forthcoming, the program will be dropped, but the individual courses will be maintained as long as enrollment warrants.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Charles County Community College

PROGRAM TITLE: Library Technology

PROGRAM HEGIS NUMBER: 5504-01 LEVEL OF AWARD: Certificate

Program discontinuance endorsed by SBCC 9/15/81.

Program discontinuance approved by SBHE 11/5/81.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Chesapeake College

PROGRAM TITLE: Home Furnishing Aide

PROGRAM HEGIS NUMBER: 5012-03 LEVEL OF AWARD: Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low enrollment in this program?

   In accord with institutional philosophy, Chesapeake College initially offers new, untested courses as Continuing Education non-credit offerings. This procedure was followed and response was such that a certificate in Home Furnishing Aide was developed. Apparently, many who pursue non-credit courses are fearful and hesitant when it comes to taking a course for college credit.

   An additional reason for low enrollment was the College's inability to secure the services of a competent individual who could devote the requisite amount of time toward instruction, coordination and the maintenance of program continuity. The College was forced to rely on the services of several adjuncts.

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

   The projections in the original proposal were for twenty full-time equivalents, presently there are ten students enrolled. The causal factors were primarily the College's unsuccessful marketing efforts and the inability to obtain competent faculty.

3. What does the college consider to be a minimum enrollment necessary to support the program?

   It would be desirable to have at least fifteen students enrolled in the Home Furnishing Aide program. Dividing salary costs by student credit hours, the discipline cost per FTE for this program is now $865.71 (indirect costs are not calculated) which is slightly above the College's median cost per discipline. Therefore, another five students would reduce costs and adequate program support could be assured.

4. Characterize the program in terms of its enrollment and quality.

With the adoption of improved marketing practices, the College feels that enrollment will increase to at least a cost effective level. Program quality has been good but as initially designed did not meet local employer's needs as well as it might have. This has become evident even considering that a lay advisory committee had input during the program development phase.

5. What action(s) does the college plan to take to address the above issues?

The attitude that certain persons have regarding college credit courses is being overcome to some extent by an effective outreach program, counselor awareness and a non-threatening marketing campaign. It is felt that these procedures will increase enrollments. In addition, students are being advised that credentials obtained through the traditional credit system will usually be of more value to them (for employment purposes) than those available via the non-credit configuration.

Chesapeake College has now hired a person who has the time, skills and desire necessary for program success.

Program quality has been improved by curriculum changes designed to more effectively meet the needs of local employers. This has been accomplished primarily by adding a work experience component to the program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Chesapeake College

PROGRAM TITLE: Architectural-Building Construction

PROGRAM HEGIS NUMBER: 5317-01 LEVEL OF AWARD: AA & Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M. and R. from the standard graduate follow-up instrument.

The instrument used for this survey was the Maryland Public Community Colleges Graduate Follow-up Questionnaire. Questionnaires were mailed to graduates and former students. Fifteen responses were received. The frequency of responses to each of the items is shown below:

	Number	Percent
Employment Status		
Full-time	8	54%
Part-time	5	33
Blank	2	13
Relationship of Program and Job		
Directly Related	4	27
Somewhat Related	2	13
Not Related	7	47
Blank	2	13

Job Titles:

- Drafter (2)
- Painter
- Engineering Assoc.
- Camera & Dark Room Operator
- Proofreader
- Architect's Assistant
- Sales Clerk (2)
- Carpenter
- Bookkeeper

2. Characterize the program in terms of its enrollment and quality.

The Architectural-Building Construction (A.B.C.) program at Chesapeake College has an excellent sequence of courses that prepare the graduate for either immediate employment as an architectural technician, or for transfer to appropriate four-year programs. This curriculum has been examined and validated by local architects and contractors who were impressed by the balanced emphasis on architectural drafting and on construction technology. The four semesters of drafting provide the graduate with very saleable skills. The construction technology courses provide a well-rounded background in construction materials and methods, surveying, estimating, specification, building codes, structures, and material testing.

Instruction in all of the courses is of the highest quality. The classes are taught by one full-time instructor/program director and by several adjunct instructors. All of the instructors have extensive professional experience in different aspects of architecture, construction, and engineering. The students benefit in many ways from the direct exposure to their teachers who work as architects, builders, drafters, engineers, and surveyors. The students are exposed to a variety of learning activities and instructional techniques ranging from lecture and discussion to practical laboratory work to independent research and study. A heavy emphasis is placed at all times on a practical and realistic approach to teaching and learning. Finally, an important element of all of the courses is the inclusion of career education and employment opportunities information for the fields of Architecture and Construction.

Students in the A.B.C. program have access to excellent instructional facilities with three well-equipped laboratories (Drafting, Construction, and Material Testing). A reference library has been established in the Drafting Laboratory to complement the materials available in the school library. The students learn to use technical construction references and manufacturer's catalogs to support class projects. They are encouraged to read interest-stimulating magazines and books on design and construction.

A program advisory committee composed of local Architects, Builders, and Contractors was formed in Spring, 1981. The committee is involved in aiding and improving the program by working in the areas of course content and facilities review, community resources, placement assistance, career education, and program evaluation. This group has already proved to be extremely beneficial to the quality of the program and will continue to do so.

The student enrollment is low right now; there are nine students in the first semester Architectural Drafting class, and there are only two in the third semester Drafting class. The Contruction Technology classes reflect similar enrollment.

To understand the current enrollment problems, one needs to be aware of conditions in the A.B.C. program prior to last year when the new program Instructor/Director was hired. The fundamental reason for the continuing low enrollment is that until last year, there was no organized attempt made by the instructors to recruit students for the program. Students who did enroll often did not have sufficient motivation to complete the curriculum, so attrition cut further into the numbers enrolled. The quality of instruction was weakened in 1979-1980 by the sudden resignation of the acting cluster chairman/instructor. Student surveys at that time indicated dissatisfaction with instruction. Placement assistance and a good graduate placement rate are as important to the overall success of an occupational program as are effective recruiting and instruction. Unfortunately, not enough emphasis had been placed on public relations aimed at potential employers. Some graduates were helped to find suitable employment, but there was no system for expanding the range of business and industry contacts in the five-county area.

In conclusion, the program has existed in relative obscurity with low numbers of students for the last several years. It is Chesapeake's contention that the enrollment is not low because of a lack of employment opportunities, it is low because too few people have been made aware of all of the different opportunities that exist for someone with an associate's degree in Architectural Construction Technology. A Market Analysis Study will be conducted to determine what the demand is in this area for Architectural Drafters and Construction Technicians.

3. What action(s) does the college plan to take to address the above issues?

The issues discussed in this report were identified and examined last year by the incoming Instructor/Director. At the time of this writing actions have already been taken to improve the A.B.C. program. Ongoing efforts in those areas and new procedures are planned in order to continue the renewed growth and development necessary for a successful program.

The following section details actions taken and planned actions for three major areas of attention: efforts to increase enrollment; to maintain and/or improve the quality of instruction; and to improve placement.

Actions Taken to Increase Enrollment:

- Initial contacts made at "feeder" high schools, met with guidance counselors, teachers, and students to describe program and related opportunities.
- Talked to students and parents at Queen Anne High School Career Night, and at Chesapeake College Job Fair.
- Started new public relations efforts: new promotional flyer written, printed and distributed, newspaper press releases and mailings made.
- Met with Chesapeake counselors to inform them about program.
- Talked with Chesapeake students in first semester orientation classes to describe career opportunities and to encourage the sampling of courses in program.

Actions Planned to Increase Enrollment:

- A more comprehensive effort will be made to reach juniors and seniors at local high schools: teacher and counselor contacts, classroom visits, and group presentations.
- Further efforts will be made to increase the visibility of the program through: posters, a new career programs brochure, press releases, and advertising.
- Part-time and evening student enrollment will be encouraged: introductory and advanced classes will be offered in both the Fall and Spring Semesters, evening sections as well as daytime sections will be offered, and this increased course availability will be advertised.
- Efforts will be made to arrange training for employees of local building and contracting firms.
- A constant emphasis will be maintained to make community contacts and to promote and sell the program.

Actions Taken to Improve Instruction:

- Purchase of reference and general interest books, and subscriptions to architecture, home design and construction magazines.
- Expanded types of instruction and learning activities: practical lab experiences, field trips, films, independent studies, cooperative work experience.
- More selective hiring of adjunct instructors, greater contol by Program Director of course content of adjunct-taught classes, extensive cooperation between Director and Adjuncts.
- Evaluation of course content by Program Advisory Committee, resulting in modification of curriculum and course content.

Planned Actions to Improve Instruction:

- Development of Competency-Based Instruction for courses in the program, instructional development is under way for first course.
- Supervision and evaluation of adjunct instruction.
- Contact with similar programs at other community colleges - visit other schools and obtain courses of study.

Actions Taken to Improve Placement:

- Advisory Committee formed.
- Career education and employment opportunities included in course content.
- Contacts made with local builders and architects.
- Emphasis on transfer as an alternative, articulation meetings with University of Maryland and University of Maryland Eastern Shore to ensure maximum credit transfer.
- Continued activities of Advisory Committee, part-time job opportunities, information about job openings through members.
- Further public relations attempts.
- Work with new Director of Cooperative Education to develop a stronger work experience program as part of the degree program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Chesapeake College

PROGRAM TITLE: Recreation Technology

PROGRAM HEGIS NUMBER: 5506-01 LEVEL OF AWARD: AA

The College has completed an in-depth study of the Recreation Technology program. Data indicate that current and future employment opportunities are poor, that there will be continuing small enrollments and that program costs will remain high. Therefore, Chesapeake College does not plan to accept new Recreation Technology majors and will discontinue the program when the first-year students presently enrolled complete their studies (May 31, 1983).

Discontinuance endorsed by SBCC 3/2/82.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Dundalk Community College

PROGRAM TITLE: General Studies (transfer)

PROGRAM HEGIS NUMBER: 4950-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low transfer rate?

The General Studies program is not specifically designed as a transfer curriculum. It is an open program of study allowing students with diverse career and educational goals to work toward an AA degree. Some students are undecided as to their career or educational plans and identify General Studies as their curriculum.

The Dundalk Community College catalog, page 29, states:

> "If you are uncertain about your educational or career plans and wish to continue your education without any definite commitment to a specific career, you should consider enrolling in this General Studies curriculum. It is designed to allow flexibility and to encourage students to explore various areas."
>
> "Students enrolled in this curriculum should discuss their choice of courses with a counselor at the College, especially if they plan to transfer to a four-year institution."

Unless students have specifically planned a program for transfer, they will consider transfer as a possible afterthought and may be unprepared academically for a move to a four-year institution.

2. What factors account for the relatively low satisfaction with preparation for transfer?

General Studies students tend to be undecided or decide late in their educational program their future plans. In this program, an AA degree may be earned with a minimum of general education requirements. The remaining course work, unless planned systematically with the goal of transfer, may be inappropriate preparation for transfer to a four-year institution.

3. In five Fall semesters at the University of Maryland College Park, 5 of 19 Dundalk transfer students were on probation (26 percent). The State average for all community colleges was 15 percent. What factors account for a lower rate of success for the Dundalk transfer students?

It is possible that students may experience inadequate preparation for transfer since few academic and/or transfer related courses are prescribed in General Studies. Inadequate planning may also account for lack of success at the University of Maryland College Park. Another factor may be the difficulty experienced in moving from DCC to a large university setting.

4. Characterize the program in terms of its enrollment and quality.

General Studies represents approximately 25 - 30% of the full-time and part-time credit students at DCC. Students in this curriculum may be undecided about their future plans, may be involved in Developmental Education courses, may be in transfer and/or career courses, or may not be seeking a degree. As such, the program has little identity in terms of specific outcomes unless students initiate planning with college personnel and select courses accordingly. The degree to which planning is done in the light of specific goals for each individual will determine the quality of the program.

In regard to the quality of the program, in effect it is not a program with a goal but a program requiring 21 credits in specific areas (graduation requirements) plus 39 credits in other courses. The student's selection of these other courses will predicate his/her status at a four-year institution as well as the mental discipline needed to successfully continue at a four-year institution. Each course at Dundalk Community College is a quality course within its field but if the mix of these courses is poor, the student may experience difficulty after transfer.

5. What action(s) does the college plan to take to address the above issues?

The concern of the college for this curriculum and for the many students who are in General Studies can be seen in action taken by the College during the 1980-1981 academic year. A proposed project was developed and has been approved for implementation during this academic year. This Fall, a person was designated as Coordinator of the General Studies program and a Planning Team of faculty and students was appointed. Plans are being developed and implemented to determine the specific needs of the General Studies population. Strategies will be developed for addressing these needs and an ongoing effort will be made to work with students in order to make their experience in General Studies most beneficial. To be included will be ongoing contact with students in this program and recommendations of what the General Studies program can and should be.

SBCC STAFF RECOMMENDATION:

The College is requested to submit a copy of the plans for the General Studies program by June 1, 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Dundalk Community College

PROGRAM TITLE: Photography

PROGRAM HEGIS NUMBER: 5007-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

   Additional placement information has been obtained by surveying fifteen (15) students from the suggested sources. Of this group eleven (73%) are employed in a position directly related to the Photography program. The remaining four are employed, but not in a job related to the program. All students responding to the survey were satisfied or extremely satisfied with the preparation for employment they acquired while attending Dundalk Community College.

2. Characterize the program in terms of its enrollment and quality.

   The Photography curriculum at Dundalk Community College is a technical program which prepares the student for an entry-level position in the photographic field. Students entering the program have a vast range of experience; some are directly out of high school with little or no experience, and some are professionals currently in the field seeking formal education for job advancement. Part-time students comprise the greater portion of our enrollment.

   There has been a slight decline in the total enrollment figures for the past two years. In addition to tuition, Photography requires students to supply film, print paper and processing, which is often an economic burden. Another cause for the slight decline may well be the proliferation of photography courses (not programs) at nearby community colleges as well as the Photography program initiated at the University of Maryland, Baltimore County (UMBC). It should be noted that Dundalk Community College is currently working with UMBC on an articulation agreement to assist our students who wish to obtain a four-year degree in the field.

The students graduating from the Photography program are strong in the technical skills required for success in the photographic field. They have had the opportunity to view the field realistically and are fully aware of career possibilities. They have been exposed to feedback and critique from professional photographers who participate in the program as guest lecturers, or who work with students as interns on a one-to-one basis. There is the opportunity for individualized instruction of photographic specialties through independent study. The diverse faculty allows the student to explore all areas of photography. Students leave the program with a finished portfolio of work, which is a vital portion of their credentials needed for job placement in their area of specialty of the photographic field.

The quality of the program can be measured by the increase in successful job placement of graduates and the increase in the requests for interns by local employers in a wide range of photographic specialties. This is a very demanding program that is successfully completed by only the highly motivated and dedicated students. The employers and specialists in the photographic field have assessed our program as successful in that they have recommended our curriculum to their employees and other interested students.

3. What action(s) does the college plan to take to address the above issues?

The quality of the Photography program will be maintained by further curriculum development in conjunction with the technological advances in the field. Faculty, staff, and the program's Advisory Committee will continue to evaluate the program and any changes will be made in accordance with their recommendations.

The Photography program is currently participating in a DVTE grant entitled, "Developing Vocational Educational Job Placement Service for Career Graduates." The overall approach of this project is to locate employment possibilities and refer graduating students to the industries where their skills are needed. Emphasis is placed on education in job orientation and preparation, resume writing, and job search and development technique.

Involvement in this grant will increase our contacts with prospective employers, better prepare our students for job search, and with this additional service, increase our recruitment of new students. This grant will also make it possible to identify job placement data more efficiently.

SBCC STAFF RECOMMENDATIONS:

(1) The College is requested to submit a copy of the UMBC/Dundalk articulation agreement when it is completed.

(2) The College is requested to consider adding a statement to the catalog that advises students about the limited opportunities for full-time employment in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Dundalk Community College

PROGRAM TITLE: Labor Studies

PROGRAM HEGIS NUMBER: 5599-04 LEVEL OF AWARD: AA & Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low placement of students in their field of training?

Most of the students in our Labor Studies program are members of labor unions who aspire to become officers of their union. Many of our students are in management positions in labor relations/personnel management. Of course, Dundalk Community College cannot place students in labor union positions--they are elected by the union membership. Our students do not list their labor union position/office as their occupation. Rather, they list their corporate job or craft as their occupation. The student in the labor relations/personnel management job will list his management job title which is usually Personnel Director or Personnel Assistant as his occupation.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

A large percentage of the students in this program are already employed when they enter the program and come to the college in the hope of becoming labor leaders or with the idea of increasing their skills as labor leaders.

Should a student be elected to a position in a union, his/her primary occupation such as machinist, clerk, security guard, baker, etc., would be shown as his/her occupation. Thus, the occupational titles of the graduates are wide-ranging.

3. Characterize the program in terms of its enrollment and quality.

Enrollment: Over the years since the initiation of this program in 1973, the thrust has been for students from the trades and industry fields which are so prevalent in this area. During this period of time, many of the labor leaders, both old and new, have had their training at Dundalk Community College. Since there was no other training available, enrollment in this program has been relatively high through the years and started to decline in the Fall of 1979. Although there are still individuals who wish to become union leaders and will continue to enroll at the college from the trades and industry areas, the surge of older untrained leaders to the college has declined to some degree. This decline is not expected to continue because efforts are being made in areas other than trades and industry (see paragraph 4 below).

Quality: The quality of the Labor Studies program at Dundalk Community College is high. Dundalk was one of the first colleges to introduce a program in Labor Studies. The coordinator of the program has spent three years as a consultant to the American Association of Community and Junior Colleges to assist them in initiating similar programs throughout the nation. Using the program at Dundalk as a model, Labor Studies programs were established in thirty states. The quality of our program, although always good, has improved over the years. The Labor Studies coordinator currently serves on the State, Metropolitan, and Local AFL/CIO Councils.

4. What action(s) does the college plan to take to address the above issues?

To increase the number of Labor Studies students taking courses for college credit, plans are now underway to begin courses of study especially developed for teachers and white collar workers. Recently, we have begun to recruit in this area. Teachers form an increasing percentage of students taking Labor Studies; white collar workers are the fastest growing edge in organized labor. Industrial unionism and trade unionism are on the decline because of automation. Teachers' classes begin in Spring 1982 and are anticipated to expand in the Fall of 1982. We anticipate the same growth with the white collar worker's programs.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Essex Community College

PROGRAM TITLE: Statistical Associate

PROGRAM HEGIS NUMBER: 5004-02 LEVEL OF AWARD: AA & Certificate

PROGRAM HISTORY

The Statistical Associate program was approved in June, 1974, by the Maryland State Department of Education and began accepting students the following September. Enrollments in the program have been disappointing since its inception. From a high of nine students in 1977, the program declined to its lowest point, two students, in 1980. In 1981 there are five students enrolled.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low enrollment in this program?

   The same two factors that explained low enrollments in this program in 1978 still apply:

   a. There is not a familiar job title for graduates of this program that students can identify with. It is unlikely that very many students will ever come to Essex already knowing they want a career as a "statistical associate."

   b. While the statistical courses do require some math aptitude, for a person with that aptitude, they are not unduly difficult. Nevertheless, the general perception of statistics courses is that they are impossibly difficult.

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

   The original proposal estimated enrollments in the fifties after the first two years. The factors accounting for the low enrollments we have experienced are discussed under question number 1.

3. What does the college consider to be a minimum enrollment necessary to support the program?

   An enrollment of fifteen is the minimum necessary for the College to offer this program on a continuing basis.

4. In the 1978 evaluation of the program, the college outlined several actions that would be taken. Were those actions carried out, and if so, what was their effect on the program?

   In our 1978 PDMS evaluation of this program we reported two steps we would take to improve enrollments in this program. Both steps were taken:

   a. We increased the social science component by adding a second social science elective to the curriculum. In addition, one section of Statistics 101 has been revised to emphasize social science applications of statistics.

   b. We began efforts to offer the program as in-service training for persons already working in business, government, and industry. In 1979 and again in 1980, statistics courses were conducted for approximately seventy-five persons at the State Highway Administration. In addition, in 1980 two courses in statistics were offered at the Social Security Administration; neither of these courses were actually conducted because of low enrollments.

   Since enrollments in the Statistical Associate program have not improved, it seems safe to say that neither of the efforts attempted has had the intended effect. It is probably unlikely that curriculum revision alone will have much effect on enrollments. However, efforts to offer this program as in-service training for business, government, and industry does appear to hold some promise. It may be that our efforts in 1979 and 1980 were merely ahead of their time. Today both community colleges and employers are much more receptive to the idea. It may be that the solution to enrollment problems, that many of the administrative obstacles we encountered in the past, will no longer impede our efforts. Specific actions to be taken in this area are described in response to question 6.

5. Characterize the program in terms of its enrollment and quality.

   In terms of enrollment, this program has been extremely weak since its inception. The quality of the program is basically sound although some curriculum revisions may be in order to bring it up-to-date.

6. What action(s) does the college plan to take to address the above issues?

   To address the low enrollment problem in this program, the college plans to take the following actions:

   a. Not only in this program, but in general, the College is intensifying its efforts to offer programs for business and industry. Specifically, we are planning to open an educational center for business and industry in the Cockeysville area to service the York Road corridor. Further, we have created a new position in the Continuing Education/Community Services area. The person hired in this position will be responsible full-time for arranging educational programs for business and industry. Statistical Associate will be one of the programs offered through these efforts.

b. In the area of curriculum development, we will be taking two actions. First, we will re-activate the advisory committee and ask it to re-evaluate the curriculum. Second, we will investigate the possibility of offering a four-year program in cooperation with the University of Baltimore.

c. We have made personnel changes in hopes of reviving the program. The new program coordinator should bring fresh ideas and energy to this program.

d. In the area of attracting traditional students into the program, the new coordinator will be investigating improved recruitment approaches. The program brochure will be updated.

In conclusion, we feel this program may yet develop into a viable one. Because of the efforts outlined above, we plan to watch this program for two or three more years before making any final decision about it.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Essex Community College

PROGRAM TITLE: Court and Conference Reporting

PROGRAM HEGIS NUMBER: 5099-01 LEVEL OF AWARD: AA

PROGRAM HISTORY

The Court and Conference Reporting (CCR) program was approved in February, 1976, and accepted its first students in September of that year. As with many of our highly specialized programs, enrollments in CCR were initially quite high but have tapered off considerably in the ensuing years. The program is unique in that its graduates are trained in computer compatible machine shorthand theory.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low number of awards?

Court and Conference Reporting is an extremely demanding curriculum. In order to increase their speeds to the required levels, students must practice fifteen to twenty hours per week in addition to attending classes. In order to be certified by the Maryland Shorthand Reporters Association, students must achieve dictation speeds of two hundred words per minute for "question and answer," 180 words per minute for "jury charge," and 160 words per minute for "literary" dictation. Many students have difficulty meeting the prescribed speeds within the limits of the CCR courses; as a result, they must repeat the course until they reach a satisfactory speed. These repetitions make the length of time for completion even longer. The high level of difficulty of this program has three effects:

a. Students, especially part-time students, take an extremely long time to complete the program--sometimes as long as five or six years.

b. Students drop out of the program.

c. Students complete the CCR courses and take jobs in the field.

While the number of awards has been extremely low since the program began, it is encouraging to report that three students received AA degrees in CCR in 1981.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

From interviewing students during the admissions process, the program coordinator reports that, almost universally, the goal of students entering the program is "preparation for immediate entry into the career" of court and conference reporting.

3. If the original program proposal estimated the number of awards, how do the projections compare with actual awards? If there are substantial differences, what factors account for them?

   The original program proposal projected ten to sixteen graduates per year. The actual awards have been one in 1978 and three in 1981. The factors accounting for this discrepancy are those discussed in response to question number 1. In addition, our screening procedures for students desiring admission to the program have not been as rigorous as they could have been.

4. What does the college consider to be a minimum number of awards for a successful program?

   For as highly technical and demanding a program as CCR, five graduates per year would be satisfactory to the College.

5. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M. and R. from the standard graduate follow-up instrument.

   While only four students from the CCR program have actually received degrees, a number have received sufficient training to become court reporters. Twelve students acquired jobs in the field as a result of the training they received from our program.

6. Characterize the program in terms of its enrollment and quality.

   Court and Conference Reporting is an excellent program. The success of our students has gained Essex a widespread reputation; firms from New York, Ohio, Delaware, and New Jersey have called seeking employees. In addition to the general high quality of the instruction, our students are trained in computer compatible shorthand theory, which is of growing importance in this field.

   In terms of enrollment, the program is experiencing considerable difficulty. Beginning with an enrollment of fifty-one, the number of students has steadily declined until new enrollments were finally suspended for academic years 1981-82 and 1982-83. During this interruption, the program will be re-evaluated, and revised as described under question number 7.

7. What action(s) does the college plan to take to address the above issues?

   During the next two years, the college plans to take the following actions in order to improve enrollments, retention, and completions:

   a. A survey of all students in the program to determine their perception of the program and their career goals.

b. A survey of students who have withdrawn from the program to determine their original goals, their perceptions of the program, and their reasons for withdrawing.

c. A tightening of the standards for admission into the program.

d. Improved publicity to attract students into the program.

e. A revision of the program to encourage completion.

SBCC STAFF RECOMMENDATION:

The College is requested to submit a copy of the revised admissions standards as soon as they are developed.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Essex Community College

PROGRAM TITLE: Nuclear Medicine Technology

PROGRAM HEGIS NUMBER: 5299-02 LEVEL OF AWARD: AA

PROGRAM HISTORY

The Nuclear Medicine Technology program was approved in June, 1972, and began accepting students the following September. The program is unusual in that the academic portions are offered at Essex while the clinical experience is conducted by the Department of Nuclear Medicine at The Johns Hopkins Hospital.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

Between August and October of 1981 a phone survey of Nuclear Medicine graduates between 1974 and 1980 was conducted. The total number of graduates during this period was thirty-five; of these, thirty-two were contacted. The details of this survey can be found in the enclosed report entitled 1981 Phone Survey. In addition, the 1980 Allied Health Alumni Survey is enclosed for supplementary data.

The following data respond to items M, N, and R on the Graduate Follow-up Questionnaire:

a. Employment Status

	Number	Percent
Full-Time	28	88
Part-Time	2	6
Unemployed	2	6
TOTAL	32	100

b. Typical job titles include the following. Sixty-six percent of those responding indicated "nuclear medicine technologist" as their job title.

Nuclear Medicine Technologist
Nuclear Medicine Chief Technologist
Assistant Chief Technologist
Chief Technologist - MIRV
Phlebotomist/Medical Secretary

c. All graduates reached in the telephone survey who were employed were working in positions directly related to the Nuclear Medicine program.

2. Characterize the program in terms of its enrollment and quality.

Enrollment in the program is limited by the accrediting agency and the availability of clinical facilities at Johns Hopkins to ten entering students each year. While enrollments have remained fairly constant at this level since the beginning of the program, there has been, in recent years, some reduction in the number of applicants. This reduction is a function of the relative difficulty of the program, the increasing suspicion, in American society, of anything "nuclear", and the general public's lack of awareness that there is a career field in nuclear medicine.

Nuclear Medicine is a program of the highest quality. The combination of academic education at Essex and clinical training at Johns Hopkins has produced a program that graduates extremely well-prepared graduates. Student evaluation of the program confirms these descriptions. Of the thirty-two graduates surveyed, only three (8%) rated the program as adequate or fair. Twenty-four graduates (75%) rated the program as excellent, very good, or good.

3. What action(s) does the college plan to take to address the above issues?

Because job placement has been so successful, the College does not feel any new action is necessary in that area. We are, however, becoming concerned about the reduced number of well qualified applicants for the program. To alleviate this problem, the College is taking the following actions:

a. An Allied Health Day during the Spring semester, 1982.

b. Increased publicity in the media.

c. Increased recruitment in area high schools.

d. Curriculum revised, effective September, 1982

e. Revision of the format for Allied Health brochures is under consideration. We will attempt to find a way to improve the public's exposure to less well known programs like Nuclear Medicine.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Essex Community College

PROGRAM TITLE: Early Childhood Development

PROGRAM HEGIS NUMBER: 5503-01 LEVEL OF AWARD: AA & Certificate

PROGRAM HISTORY

In March of 1968 approval was granted by the Maryland State Department of Education for Essex Community College to offer an associate in arts degree program in Early Childhood Development. The program began in September of 1968. Since that date, the program has developed several specializations, so that today there are three options at the AA level: Elementary School Aide, Pre-School, and Special Education. In addition, a certificate level option has been developed in Pre-School Development.

Because employment opportunities in elementary and pre-school teaching have become extremely limited in recent years, the College has expected drastic enrollment reductions in the Early Childhood Development program. In fact, the counselors and faculty members teaching in the program have been extremely frank with potential students about the limited employment opportunities. Despite all this, the decline in enrollments over the past five years has been relatively modest. From a high of 282 total students in 1976 to a total of 218 in 1980, the decline has only been 23% over the five years. The number of students receiving awards has held up exceedingly well. The figure of 16 total awards in 1976 has actually risen to 17 in 1980. From the point of view of student participation, the program is extremely healthy. Student satisfaction with the program will be discussed in response to the specific PDMS questions.

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low placement of students in their field of training?

   First, of those students who graduated from the program, placements in the field are not low. Of the eight 1978 graduates, 50% (4) transferred to four-year schools, 25% (2) are employed part-time, and 38% (3) are employed full-time in jobs that are directly or somewhat related to their program. Since these figures add up to nine students, it can be assumed that one student reported him/herself as in two categories. The most likely combination is working part-time and attending a four-year school. If this assumption is correct, then seven of our eight graduates (88%) are either working full-time in a job directly or somewhat related to their program or have transferred to a four-year school. In light of this success rate, question number one seems inappropriate as applied to our graduating students.

For the 1976 entrants, the picture is not so bright, but it is not as bleak as might appear at first glance. The PDMS figures indicate that 33% of the 33 1976 entrants who responded are employed full-time in jobs unrelated to their program of study; only 18% are employed in jobs directly or somewhat related to their program. These figures indicate something we already know: it is difficult to get a job in education. And, of course, this difficulty is even greater for those who do not complete their program. One other factor must be considered when examining these data. Approximately half of the students enrolled in the Early Childhood Development program are part-time. This means many of them may still be enrolled in the program while holding a full-time job. It is quite likely that many of the jobs held by these students are not directly related to the program.

In summary, while placements in related jobs or four-year schools are extremely satisfactory for graduates of this program, placement percentages for entrants are quite low. This low rating for entrants can be attributed to two factors:

a. The extremely tight job market in education making it difficult for those who have not completed the program to find work.

b. The fact that the jobs many of our part-time students are holding are not related to the program.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

Teacher-Aide
Preschool Teacher
Head Teacher Preschool
Teacher
Early Childhood Teacher
Import Entry Clerk

3. Characterize the program in terms of its enrollment and quality.

Graduates of the program report 100% satisfaction with the program while entrants report 91% satisfaction. From the point of view of students, clearly the program is highly satisfactory. From the point of view of the College, Early Childhood Development is a high quality program.

While enrollments have declined in the last five years, we are not at all concerned because this decline is clearly appropriate considering the current shortage of jobs. In fact, enrollments in 1980 were up 9% over 1979.

4. What action(s) does the college plan to take to address the above issues?

None. We feel this is a healthy and high quality program. The only weaknesses are directly attributable to a discouraging job outlook, and there are no actions we can take to alleviate that. However, the prognosis for future employment opportunities for teachers is more promising today than at any time in the past five years.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Frederick Community College

PROGRAM TITLE: Aviation Maintenance

PROGRAM HEGIS NUMBER: 5302-01 LEVEL OF AWARD: Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

We have surveyed the graduates of our 1980 class and found the following distribution of sixteen placements.

USAF 89th Organizatinal Maintenance Squadron
Maryland Air National Guard
Agrotors
Alphin Aircraft, Inc. (2)
Butler Aviation
Dow Jones
Dowty-Rotal, Inc. (2)
Eastern Airlines, Inc. (4)
Hop Flight
McCall Coal Company
Northwest Orient Airlines

2. Characterize the program in terms of its enrollment and quality.

Enrollment: Our program is regulated by the F.A.A. to allow a maximum of twenty-five students to enter each year. For the past several years, we have had a full freshman class of twenty-five. This past Spring, we stopped taking applications when we reached sixty applicants.

Quality: The quality of the program can be measured in at least two ways. Firstly, a high percentage of our students pass all the F.A.A. examinations with high scores on the first try. Secondly, as evidenced by part one of this report, we are able to place a large proportion of our graduates immediately in the aviation industry.

3. What action(s) does the college plan to take to address the above issues?

Enrollment: Obviously our immediate problem is lack of facilities to accommodate more students. However, we have recently acquired a hangar at the Frederick Airport, and plan to request the F.A.A. to allow us to increase our total enrollment to eighty students (from our present maximum of fifty) due to the increased available area in this new facility.

Quality: A new facility will allow us to increase some of our mock-ups, and equipment, which will improve the "hands-on" experiences. Also, we have made some revisions to our course offerings, which should improve the theory portion of the courses.

In summary, we believe we are providing a high quality aviation maintenance program to our students. We are constantly striving to keep the program relevant, up-to-date, and educationally sound.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Frederick Community College

PROGRAM TITLE: Park Operation and Management

PROGRAM HEGIS NUMBER: 5506-02 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

   The College during the last three years has conferred twenty-two AA degrees in Park Operation and Management and three certificates in Park Operation and Management. The information requested in M, N, and R of the graduate follow-up instrument is shown below.

Job Placement
Park Operation and Management Program
at
Frederick Community College

Year Graduated	Total No. Graduates	Placed in Job Related to Program	Unknown Placement	Continued Education	Unrelated Field
1980-81	8	7	1	0	0
1979-80	7	6	1	0	0
1978-79	10	6	3	1	0
Total	25	19	5	1	0

2. Characterize the program in terms of its enrollment and quality.

   A. Enrollment

   In the Park Operation and Management program, FCC has twenty-three students enrolled full-time (12-19 credits) and twenty-three enrolled part-time (3-11 credits) for the Fall semester, 1981. This translated into 15.2 FTE's for the Fall semester or an estimated 30.4 FTE's for the academic year 1981-82 in the Park Operation and Management program.

B. Quality

The program has demonstrated a high level of quality through its high percentage of placement of students in program-related jobs. A further demonstration of the quality of the program is the number of repeat placements with two employers who are satisfied by the job performance of former students. Listed below are the employers of FCC students for the last three years; the number in parentheses indicates the number of students placed with this employer:

Maryland State Parks (7)
Maryland National Capital Park
  and Planning (5)
Essex Community College
Howard County Parks
Frederick County Parks
U.S. Forest Service
City of Frederick Parks
National Park Service
Carroll County Parks
City of Hagerstown (Sup. of Parks)
Trails East, Inc.

3. What action(s) does the college plan to take to address the above issues?

The College has no intention to change a winning format but will constantly strive to adjust the Park Operation and Management courses to meet the needs of the community and state. This is exemplified by a new option in Wildlife Management pending before SBCC and the addition of a non-required course titled Search and Rescue Techniques.

SBCC STAFF RECOMMENDATION:

The College is requested to investigate why no graduate follow-up information for 1978 and 1980 has been reported to the SBCC by June 1, 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Garrett Community College

PROGRAM TITLE: Veterinary Science

PROGRAM HEGIS NUMBER: 5206-01   LEVEL OF AWARD: AA & Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

   In an attempt to determine placement information about the graduates of the Veterinary Science program, the following sources were contacted.

   a. Survey of 1980 Graduates: One respondent, employed full-time as a laboratory technician, with program directly related to the job.

   b. Surveys of Graduates Prior to 1978: Since this is a relatively new program, there are no graduates to contact before 1978.

   c. Survey of Former Students: Two respondents, both employed full-time in a job related to their program. Job titles are Veterinary Technician and Animal Shelter Manager.

2. According to the discipline cost analysis, the credit hour cost for this discipline is considerably higher than the statewide cost for the same discipline. What factors account for the higher cost?

Fiscal Year	Discipline Cost	FTE Generated	Student Cr Hrs	Cost/ Cr Hrs
1978	9,024	3.2	96	94
* 1979	27,348	5.3	159	172
1980	33,969	6.7	201	169
1981	** 47,888	9.73	292	164

* Full-time Director added to program.

** Federal dollars increased during this period.

** Math/Science Division Chairperson transferred from 100% instruction to 40% instruction and 60% administration adding to discipline cost.

As can be noted, the cost/credit hour will decrease only as the number of FTE generated increases. The cost for equipment and supplies should be stabilizing and, hopefully, the credit hours generated will increase as the program matures.

3. Characterize the program in terms of its enrollment and quality.

Program Enrollment

There has been a gradual increase in the number of students participating in this program. It is hoped this trend will continue as the program continues to grow and progress.

Program Quality

During the 1980 Spring semester, the Veterinary Science program underwent an on-site evaluation by the American Veterinary Medical Association's Committee on Animal Technician Activities and Training. After review of the committee's recommendation, the program received the normal probationol accreditational status. During the 1981 Spring semester, an annual reaccreditation report was submitted to the AVMA Committee and after evaluation of this document the Veterinary Science program received full accreditational status. This unbiased evaluation, the many varied student experiences in large and small animal care, and the continued interest in our Veterinary Science program received full accreditation. This unbiased evaluation, the many varied student experiences in large and small animal care, and the continued interest in our Veterinary Science graduates by employing veterinarians speaks highly of the quality of this program.

4. What action(s) does the college plan to take to address the above issues?

Issue #1: Low number of respondents to follow-up surveys

As the program enrollees increase, there will be more graduates to survey. The college strongly encourages graduates to respond to surveys in order to assist us in these endeavors. Frequent contact with graduates through newsletters, etc. will hopefully keep them interested in the college and its programming.

Issue #2: High credit hour cost for this discipline

Veterinary Science program is by nature a relatively high-cost specialty. In an effort to lower some of the cost to the student and attract new state students into the program, the college applied for and received a statewide program designation. This action is expected to generate higher enrollment in the program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Garrett Community College

PROGRAM TITLE: Wildlife Management

PROGRAM HEGIS NUMBER: 5403-02 LEVEL OF AWARD: AA & Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

   All Wildlife Management graduates between 1976 and 1981 were surveyed in Fall, 1981. Sixty-five surveys were mailed and 18 were returned; among the 18 respondents two (11%) were employed in their field of training.

2. In the 1978 evaluation of the program, the college outlined several actions that would be taken. Were those actions carried out, and if so, what was their effect on the program?

   Action to be taken: "become more aware of the need for a streamlined record keeping system." According to the Registrar, the acquisition of the SBCC computer print-out for the college has correlated much of the information needed by SBCC with our internal record keeping system. Such changes as Hegis Code designation for college in-house programs has allowed more reliable facts about programs to be transmitted to the SBCC.

3. Characterize the program in terms of its enrollment and quality.

   After a very good initial start, this program is now beginning to mature and provide a relatively stable enrollment.

   Program Quality

   Quality is assessed from the following sources:

   A. Students who complete the program and accomplish their career objectives.

   B. Employers

      1. Maryland Wildlife Administration
      2. Maryland Forest Service
      3. U. S. Department of Agriculture

Various hands-on experiences, provided through field activities, offer valuable opportunities to the students. The application of these techniques is a strong, positive factor in assessing the quality of the program.

Instruction in this program is provided by a Certified Wildlife Biologist (May 1979), two active professional foresters (working in government service and an industrial operation), and a limnologist. This blend of professionals gives the Wildlife Management technology student the opportunity to interact with a variety of experts.

4. What action(s) does the college plan to take to address the above issues?

Regarding the low number of respondents to the follow-up surveys, graduates are encouraged to assist the college in its program assessment by responding to survey instruments. The College attempts to keep graduates interested by frequent contact through newsletters.

The lack of job opportunities for wildlife management graduates continues to be a concern of the College. As part of our initial advising process we indicate the apparent lack of job opportunities. However, students continue to enroll in the program with the idea of taking their chances. Through our in-house career opportunities, we continue to explore employment possibilities in related fields so that student interest in this particular program will not be halted.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: General Merchandising

PROGRAM HEGIS NUMBER: 5004-08 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

In keeping with the SBCC request, 22 graduates from 1978, 1979, and 1980 were surveyed using the Maryland Public Community Colleges' Graduate Follow-Up Questionnaire. Of the 22 surveyed, 16 are currently employed, three transferred, and three are either not employed or are engaged in full-time home responsibilities. The most important indicators on the graduate follow-up questionnaire are that 16 of the graduates are employed, with 12 of them in jobs directly or somewhat related to their program of study. Also, 13 of the 16 indicate that they are either satisfied or extremely satisfied with their preparation at HJC.

2. What factors account for a low rate of goal achievement among entrants?

With 16 individuals employed either full- or part-time, 13 of them reflecting at least satisfaction with the quality of their training and 12 of them in jobs at least somewhat related to their training, it is difficult to state that the goal achievement level is low. However, it is important to indicate that because this program does serve a number of already employed individuals (seven of the 16 were either employed before attending HJC or became employed while attending the College), the number who would persist to completion of the associate degree will be less than a program designed for pre-service students. Many of these individuals take only the specified courses because these courses are seen as ways to improve job skill or, perhaps, obtain promotion. From this perspective, these students have met their goal for enrolling in the program.

3. Characterize the program in terms of its enrollment and quality.

Current enrollment in the program is far less than HJC predictions for this stage in the development of the program. Therefore, the College, in cooperation with the Washinton County Chamber of Commerce, is going to conduct a follow-up market survey to determine what can be done to increase interest in the program. Several things will be targeted including a change in program name from merchandising to marketing, a change in the times when the classes are offered, and an attempt to identify off-campus locations for courses. The results of the survey will be available to the College by the end of January 1982. Program quality has not been a problem. Student evaluations of instructors and courses indicate satisfaction with course content. The Maryland Public Community Colleges' Graduate Follow-up Study indicates that both in the case of transfer and of direct employment, a majority of the students consider that their preparation was acceptable.

4. What action(s) does the college plan to take to address the above issues?

The future directions for the General Merchandising program will be determined on the basis of the results of the follow-up market survey and program enrollment in the Spring 1982 semester. The follow-up market survey results will be analyzed to determine whether name, time, and location changes will be sufficient to improve enrollment materially. Enrollment trends will be assessed to determine whether the current structure of the program is appropriate. If these two trend analyses indicate that the program is not viable as an independent entity, the College will request that it become an option under the College's management program. If this occurs, it will be necessary to modify the curriculum and to eliminate one full-time position. The result of these actions should be reduced program cost without the loss of service to the merchandising-marketing community in the college's service area.

SBCC STAFF RECOMMENDATION:

The College previously reported only 15 graduates in 1978-1979-1980. The College is requested to help resolve the discrepancy in award data by June 1, 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: Human Services

PROGRAM HEGIS NUMBER: 5216-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

   The Human Services program at Hagerstown Junior College received state approval in 1979; therefore, the number of graduates in 1979 as well as 1980 is limited. Further, the program was designed to serve primarily part-time, in-service clientele; therefore, the number of graduates will continue to be limited.

   In response to the request for further follow-up, all of the graduates of the program to date were contacted. The two graduates in 1979 are both employed full-time in positions directly related to their area of academic concentration. They both indicate that their Human Services degree was responsible in part for their employment. One of the two graduates of 1980 is employed in an environment that is somewhat related to her area of training. She feels that her degree assists her in performing her job responsibilities. The other graduate has returned to Germany. Of the three graduates of 1981, two are combining employment in the human services field with transfer education. One is working as a counselor assistant while attending Hood College; the other is working in a community services center while attending Kansas State University. The third graduate has given up employment unrelated to her training to return to school in January 1982. It is our feeling, having surveyed all of the program graduates, that placement related to educational preparation is not a problem with the College's Human Services program.

2. Why are no discipline costs shown? What is the credit hour cost for this discipline for FY 1980?

   The SBCC implemented a change in coding procedure between FY 1978 and FY 1980. As a result of the change, HJC's Human Services program was inadvertently omitted from the compilation procedure for credit-hour cost. In FY 1979, the college cost for all disciplines was $79. The credit-hour cost for the services technician was $74. In 1980, the College cost for all disciplines was $76.

Because of increasing enrollment in Human Services and no increase in fixed costs, the college cost for this discipline dropped to $59. It would seem that projections made for the Human Services technician program when it was implemented are proving to be accurate.

3. Characterize the program in terms of its enrollment and quality.

A review of the data presented in response to questions 1 and 2 would indicate that Human Services is a low-cost, high-benefit program. It is responding to an employment need in the college's service area. We will endeavor to continue to serve this need.

4. What action(s) does the college plan to take to address the above issues?

The primary action which the College plans to take in relation to the Human Services technician program is increased marketing of the program to those psychiatric technology specialities which are as yet not availing themselves of the program. This action will require continued articulation with various state agencies that have licensure criteria for these technologies.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Harford Community College

PROGRAM TITLE: Photography

PROGRAM HEGIS NUMBER: 5007-01 LEVEL OF AWARD: Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

Number one has been answered by a survey of 25 former students, as requested by the SBCC.

a. What is your current status?

8 - in school
14 - employed
1 - not employed
1 - homemaker
0 - military (active)
1 - other

b. Title of position?

Waitress
Homemaker
Graphic Designed
Ad Designer
Retired
Accounting Clerk
Store Manager
Program Director (USO)
Lab Technician
Photo Sales
Phone Company
Print Shop Manager
Photographer
Construction
Graphic Artist
Photo Sales

c. Relationship of studies to work?

6 - Direct
4 - Somewhat
5 - No relation

d. Is the lack of a color program related to the reason you have not completed photography?

9 - Yes
3 - No
4 - Partly

e. Will you take a color course?

13 - Yes
3 - No

2. According to the discipline cost analysis, the credit hour cost for this discipline has increased considerably, and at a faster rate than the college cost for all disciplines. What factors account for the increase?

The principal reason that the cost per student credit hour in Photography increased from $91 in 1979 to $129 in 1980 was due to considerable equipment expenditures totaling $5780. If that amount is subtracted from the total discipline cost of $78,866, a remainder of $73,077 results in a cost per student credit hour of $119. Although this amount represents a 33 percent increase for HCC's discipline cost, it is not appreciably different than the system-wide cost of $116.

Further, the direct salary costs of two courses with very low enrollment (Independent Study Photography, one student, direct cost--$1622.69, and Photographic Lighting, one student, direct cost--$1622.69) would reduce the cost per student credit hour to $114. These costs reflect a situation in which the FTE's generated from Photography have remained fairly stable:

FY 1979--FTE: 20.56 FY 1980--FTE: 20.40

3. Characterize the program in terms of its enrollment and quality.

The full-time instructor has been an active photographer for the past 14 years. He has a diverse professional experience that includes advertising, promotional and technical photography. He has had his work published in a book where he is the principle photographer. He is also an active artist/photographer. His works has been exhibited in the Corcoran Gallery of Art. He will have his recent work exhibited in February 1982.

The part-time Photography 101 instructor is the Director of the Learning Resources Center and has an extensive background in Media Services and print production.

The students are typical community college students. They have varied backgrounds and education. Most of them attend college part-time.

4. What action(s) does the college plan to take to address the above issues?

Part A - Actions already taken

The inadequate number of respondents stems, to a great extent, from the low numbers of students who have received certificates. The primary cause for this failure of students to complete the program appears to have been the lack of the full program on the Harford Community College campus. The Spring, 1982, schedule includes color photography. This course brings the total of required certificate courses offered on the HCC campus to the minimum level necessary for students to complete the certificate.

The cost has increased for the past two years because of the additional equipment necessary to equip the photography darkrooms and expanded facilities. Now that this equipment is in place, the cost should drop somewhat.

Part B - Proposed action

The college intends to offer, within another two or three years, a new course in commercial photography, now listed in the catalog but not available. The equipment for this course will probably keep discipline costs slightly above normal over the next two or three fiscal years, but its presence will then offer the full certificate option on the HCC campus.

At this point, such actions are speculative, based on evidence derived from students' formal and informal responses to the College's questions about why they do not continue in Photography. If those responses prove valid, and if Photography certificate graduates increase by any percentage, the next logical step would be for the state to reexamine Cecil's regionalization, including Harford County. Our preliminary evidence shows that students from the southern part of Harford County do not desire an AA degree or even a certificate in Photography to the extent that they are willing to drive to North East. A more practical region might include northern Baltimore County and Harford County, and the program could be at HCC with the renovation and large facility which Harford Community College now has.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Harford Community College

PROGRAM TITLE: Mass Communications

PROGRAM HEGIS NUMBER: 5008-01 LEVEL OF AWARD: AA & Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

From records of past students majoring in the program in Mass Communications at Harford Community College, we selected a total of 26 names and telephone numbers for follow-up interviews concerning the questions specified by SBCC. Listed below are the findings of those interviews. Of the total 26 names and telephone numbers selected, contact was made with 22 persons. The other four were not available. Of the 22 persons questioned, a total of 11, or half of the sample, are presently enrolled full-time at a four-year institution, all of them majoring in some aspect of Mass Communications. Schools represented are Towson State (5), University of Maryland (1), Morgan State (1), University of Baltimore (1), Ball State (1), San Diego State University (1), and Temple University (1).

The remaining 11 persons contacted are working full-time. Of that number five are working full-time in a position that is directly related to the program of Mass Communications at Harford Community College. These range from disk jockey to management of a graphics firm. One graduate is working in a field that is indirectly related to the program in Mass Communications at Harford Community College, and the remaining five graduates are working full-time in positions that are not at all related to the degree they hold from Harford Community College.

To the questionnaire was added the question, "In retrospect, what specific courses would you have taken--if offered--that would have aided you in your present job?" Responses ranged from "Advanced Audio Production, to more courses in TV production, to film, to more specialized courses in writing."

2. Characterize the program in terms of its enrollment and quality.

a. 1981 Data on Enrollment

Number of Majors	39
Number in each class offering	
Intro to Broadcasting (2 sections)	44
Television Techniques	12
Public Relations (2 sections)	39

Data on Completers (either Certificate or Degree)

1977 - 3; 1978 - 2; 1979 - 3; 1980 - 10

b. Program Quality

Presently, Harford Community College is undergoing major renovations of Joppa Hall which is the site of the Mass Communications (Mass Communications classes, radio studio/station, T.V. studio) program. Presently, we are assessing whether to increase the power of WHFC-FM 88.1 from a 10 watt station to a 3000 watt station. We anticipate completion of that process before the semester ends. Curriculum changes (degree and certificate) intended to enhance the quality of offerings as well as enhance the quality of skills level of graduates are well under way and hopefully will be reported to SBCC in time for the 1982-83 catalog update.

We see the above changes and the leadership provided by John Davlin, Assistant Professor of Mass Communications, as major positive steps toward enhancing the quality of the Mass Communications program and the skill level of the graduates.

3. What action(s) does the college plan to take to address the above issues?

a. We plan to continue to refine the AA and certificate with a goal to supplying those skills and attitudes that enhance the employability of Mass Communications students.

b. We plan to continue to work with Advisory Committee Members to enhance the field placement/co-op opportunity, thus enhancing employability.

c. We see ourselves as offering career instruction; however, some students will continue to use Mass Communications as a transfer option and therefore, we need to continue to attempt where possible to articulate the Mass Communications program with transfer institutions for those people that are using it as a transfer program.

d. We recognize that Mass Communication program costs will continue to rise given a heavy equipment investment from 1980 thru 1982, but feel that increases in number of majors will carry over to second year classes and therefore, increase the number of completers.

e. While a formal placement center is not anticipated, certainly between the Mass Communications program (Co-op, Advisory Committee, video presentation or audio tape, etc.) and the Counseling Center (writing resumes, etc.) we can be of greater assistance to program completers seeking employment.

f. During the Spring semester of 1982 facilities (both radio and TV) will be completed and will be highlighted for prospective students. We anticipate increased enrollments as a result of both curriculum revisions and expanded/updated facilities.

g. It is anticipated that personnel and budgetary allotments will be made in future budgets should the power increase be approved and should the College define its role as "public access" provider. It is anticipated that the operating budget would reflect the above changes.

h. Only one option of the Mass Communications AA degree, the certificate in Broadcast Studio Engineering, has not been reviewed and changes recommended to the Curriculum Committee. Presently, the concern is to meet entry level employment skills. The 39 hour certificate could not be reduced in size to meet the one-year goal completion criteria and still effectively prepare the certificate completer for employment. Following completion of the TV facilities (March 1982), we will deal with this certificate.

SBCC STAFF RECOMMENDATION:

The data given in item 2. about completers differs from what the College previously supplied in HEGIS reports. The College is requested to clarify the discrepancy by June 1, 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Harford Community College

PROGRAM TITLE: Engineering Technology

PROGRAM HEGIS NUMBER: 5301-01 LEVEL OF AWARD: AA & Certificate

Program discontinuance endorsed by SBCC 1/8/82.

Program discontinuance approved by SBCC 3/4/82.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Howard Community College

PROGRAM TITLE: Housing Management

PROGRAM HEGIS NUMBER: 5004-03 LEVEL OF AWARD: Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low enrollment in this program?

Enrollment in this program has fluctuated over the seven years that the program has been offered at HCC. There are several possible reasons for the modest enrollments. First, the Housing Management program, especially the two required courses, are taught entirely by part-time faculty and in the case of HM 101 and 102, there has been considerable difficulty in hiring qualified instructors who are knowledgeable in both public and private housing.

Second, there has not been a great deal of interest in the program at the high schools, and only through much advertising and promotion has there been some interest on the part of potential part-time students.

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

The original program proposed estimated more students than enrolled at first. Page 45 of the original proposal projected 76 full-time students and 116 part-time students for the first two years. The actual enrollments as detailed by those students who took HM 101 and HM 102 in the first two years were as follows:

Fall 1974	29
Spring 1975	15
Fall 1975	17
Spring 1976	18

The difference in projections and actual enrollments may be the result of optimistic estimates of support from the groups identified on page 45 of the program proposal.

3. What does the college consider to be a minimum enrollment necessary to support the program?

The College considers a minimum of 12 or 15 students in the core HM 101 and HM 102 courses as being adequate to support the program, since these two courses are the critical ones. To further emphasize this point, HM 101 and HM 102 are the only two courses in this program that deal specifically with subject matter of housing management. These courses are taught by adjunct faculty at a salary cost of approximately $1600 per year. The other courses in this program are general support courses such as BU 100 (Introduction to Business), BU 160 (Basic Real Estate Principles), and MN 240 (Personnel Management). These support courses are scheduled and enrolled in by students from many different programs; thus, they do not depend solely on Housing Management students. Consequently, the composition of courses in this program and the low cost of HM 101 and 102 makes the program quite cost effective. This conclusion is also based on the Program Data Monitoring System Printout of 4/02/81 showing that the cost of this discipline is comparable to the systemwide cost for this discipline and is considerably less than the college cost for all disciplines and systemwide cost for all disciplines.

4. The project evaluation report mentioned in the 1978 State Board for Community Colleges evaluation report was never received by the SBCC. Please submit a copy.

The College is in the process of locating a copy of the requested report, and forwarding it to SBCC.

5. Characterize the program in terms of its enrollment and quality.

Enrollment in this program is modest. This may be the result, most recently, of the downward turn in the economy and in housing. The support courses are taught by qualified and competent practitioners and instructors. Qualified HM faculty are difficult to find; however, the College has maintained contact with HUD and local property management companies to be able to acquire faculty.

6. What action(s) does the college plan to take to address the above issues?

The College will review the entire curriculum for relevance and currency, updating and modifying the program as appropriate. An advisory committee will be convened to assess the current state of housing management within HCC's service area and to evaluate the relationship between potential student interest and job demands. The College will also explore seeking regional status should the viability of the program be established.

An advisory committee will be convened in late January with a decision to continue/discontinue the program to be made, and forwarded to SBCC in February 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Howard Community College

PROGRAM TITLE: Vision Care

PROGRAM HEGIS NUMBER: 5212-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

Twenty-seven graduates are included in this analysis. Of the 27, four were 1981 graduates; seven were 1980 graduates; nine were 1979 graduates; and seven were 1978 graduates.

The analysis focused on three items from the Follow-up Questionnaire: (1) whether graduates are employed and whether full- or part-time; (2) whether their present jobs are directly related, somewhat related, or not related to their HCC Vision Care Training; and (3) the titles of their positions. Job titles, however, were not available for all of the 27 graduates included in the informal survey.

The majority of the 27 (67%) were employed full-time at the time they were contacted. Of the 18, 83% were in jobs which were directly related to their HCC Vision Care training. An even larger majority 89%, had been employed in their field at some time since graduation. (Six graduates had been employed but were not at the time they were contacted because of family responsibilities, transportation problems.) These results are shown below:

Employment Status

	Number	Percent
Employed Full-time	18	67%
Employed Part-time	--	---
Not Employed	3	11
Previously Employed in Field	6	22
Total	27	100
Total Employed in Field at any time	24	89

Of Those Employed Full-time - Relationship of Job to HCC Vision Care program

	Number	Percent
Directly Related	15	83%
Somewhat Related	3	17
Not Related	0	–
Total	18	100%

Job Titles of Full Time Employees (Not all titles were available)

Optometric Technicians	4
Opticians	2
Vision Care Technician	1
Ophthalmic Technicians	3
Assistant Instructor, HCC	1
	11

2. According to the discipline cost analysis, the credit hour cost for this discipline is considerably higher than the cost for all disciplines at your college. What factors account for the higher cost?

The cost results from several factors. The enrollment has been somewhat low at freshman level and attrition during the first year has been high. In addition, the clinical/lab components of the program have required maintaining a low faculty/student ratio. This obviously has resulted in raising the cost.

3. Characterize the program in terms of its enrollment and quality.

The freshman enrollment from Fall 1976 to Fall 1980 has ranged from 19 to 24 with no trend of increase seen. The more significant influence on enrollment results from attrition during the first year. This seems to stem predominantly from two sources. There is a high rate of employment of students in the field following one year of education. In addition, students do not see a reasonable economic return from completion of the second level course as opposed to the first year.

The AA program is seen by professionals as producing high quality graduates with high job placement rates. This is seen in response to Item I as well as feedback from the members of the Advisory Committee.

4. What action(s) does the college plan to take to address the above issues?

The College has been active in analyzing the situation. The evaluation involved members of the Vision Care Advisory Committee, College Administration, and Vision Care faculty. As a result of discussions and employer survey analysis, the College submitted a proposal to the Maryland State Board for Community Colleges for a one-year Vision Care certificate program. This is currently under consideration following a positive verbal response.

Current enrollment in the one-year program is 11. An historically high attrition rate of 60% during the first semester (or non-return after one year) in this program has been affected to the degree that there has been no attrition to date. Attached is a copy of survey results supporting the one-year option.

Student response to the change is favorable and they express preference for the one-year format. A comprehensive recruitment plan is to be enacted this year. In addition, a change in personnel for this year involves designation of the Director as a part-time position.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Howard Community College

PROGRAM TITLE: Biomedical Engineering

PROGRAM HEGIS NUMBER: 5399-02 LEVEL OF AWARD: AA & Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the declining enrollment in this program?

The most significant factor influencing the enrollment is the opening of a straight Electronics degree program in Fall 1979. In Fall 1980, the total enrollment for the Electronics and BMET-programs is about 82 with about equal division. It would seem this represents a rational choice of students for one of the two programs.

2. At what level does the college expect the enrollment to stabilize?

It would seem that the enrollment would stabilize at current levels of 35 - 40.

3. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

Although the original proposal did not project enrollment, a 1979 request to the Maryland State Board for Community Colleges for regional designation indicated 73 FTE's for 1980-81. Actual Fall 1981 enrollment was 47 FTEs. The aforementioned Electronics program affected enrollment.

A second element in recent enrollment figures is the added responsibility which the full-time BMET faculty incurred when a full-time faculty was not obtained for the Electronics program. The time commitment formerly placed with recruiting was decreased greatly.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

Responses from Graduate Follow-up Questionnaires were analyzed: seven were 1977 graduates; seven were 1980 graduates; and one was a 1976 graduate.

The majority of the fifteen graduates were employed full-time in jobs directly related to their HCC EMET training, at the time of the surveys. Twelve out of fifteen, (80%) were employed full-time. Of the twelve employed full-time, nine, (75%) are in jobs directly related to their HCC occupational program. These figures are summarized below:

Employment Status

	Number	Percent
Employed Full-Time	12	80%
Employed Part-Time	1	7
In School (Technology)	2	13
Total	15	100%

Of those Employed Full-Time - Relationship of Job to HCC BMET Program

Directly Related	9	75%
Somewhat Related	2	17
Not at all Related	1	8
Total	12	100%

The one person who was employed part-time had two part-time jobs, one directly related (BMET Lab Aid) and one not related (sales clerk).

Titles of Full-Time Positions

Medical Maintenance Officer	1
Medical Service Engineer	1
Field Service Engineers	2
BMET Technicians	2
Biomedical Engineers	2
Medical Sales	1
Electronic Technician (somewhat related)	1
Renal Dialysis Technician (somewhat related)	1
Electronics - Computer Programming (not related)	1
	12

5. According to the discipline cost analysis, the credit hour cost for this discipline is considerably higher than the cost for all disciplines at your college. What factors account for the higher cost?

Factors accounting for cost include a larger than usual capital expenditure and laboratory faculty/student ratio constraints.

6. Characterize the program in terms of its enrollment and quality.

Graduates, indeed students, of the program are easily employed in the field at quite satisfactory wages of about $17,000. There is an extremely active advisory committee which routinely reviews program quality and makes recommendations. The full-time BMET faculty member, currently on sabbatical engaged in a Fullbright Teaching Scholarship in Denmark is recognized as extremely competent.

Enrollment in Fall 1980 at 38 is comparable to Fall 1981 enrollment.

7. What action(s) does the college plan to take to address the above issues?

Early identification of BMET interest with an active program to support retention should help stabilize enrollment. More time expenditure by the full-time faculty in the area of recruitment is planned next year.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Howard Community College

PROGRAM TITLE: Plant Science

PROGRAM HEGIS NUMBER: 5402-01 LEVEL OF AWARD: Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

Eighty-two students were found in the College files who had declared themselves as enrolled in the Plant Science curriculum at some time. From the 82, a sample of 15 students was contacted. These were not randomly selected, but represent those able to be contacted. This represents 18% of those who were enrolled in the Plant Science curriculum at some point and are not now registered.

Of the fifteen respondents, two were graduates of the Plant Science curriculum. The other thirteen had been enrolled in the Plant Science curriculum and had registered for one or more courses in the curriculum.

Eight of the fifteen (53%) are employed full-time; two work part-time or as volunteers - these two are retired. The majority of those who are employed full-time are in the field of Plant Science. Five former students (62%) are in positions which are directly related to the Plant Science curriculum. The two former students who are retired are working part-time or as volunteers in work directly related to the Plant Science curriculum. Job titles are listed below.

Full-Time Directly Related to Program

Golf Course Landscaping & Turf/Grounds Management
Plant Shop Owner
Self-Employed Landscaper
Maintenance Foreman - Landscape Contractor
Landscaping

Part-Time or Volunteer Jobs Related to Program

Part-Time Landscaping - self employed (retired)
Volunteer in Hospital Greenhouse (retired)

Jobs Not Related

State Highway Maintenance Worker I
G.E. Worker
Shipping/Receiving

Four of the respondents were formerly employed full-time in work directly related to their HCC program. Of the four, two have changed career plans, one has full-time home responsibilities, and one is retired (but still in the field part-time). Job titles of former positions are listed below:

Nursery Worker
Greenery Salesperson
Greenhouse & Landscape Worker
Self-Employed Landscaping Business

Therefore, a majority of those surveyed (10 respondents) are working or have worked in the field of Plant Science.

Of those who have been enrolled in the Plant Science curriculum, two are graduates, three are definitely planning to return and finish the program, five may complete the program but are presently uncertain about their plans, one does not plan to return, and one plans to take some of the courses.

There were two key reasons that influenced those who have not yet completed the curriculum or who do not plan to complete it. Five mentioned time conflicts and four have changed their career goals.

One key finding of the survey is that students are more likely to be working in the field already than preparing for it. They are taking courses which are directly related to their jobs at the time (or volunteer or retirement work) and may or may not complete the entire curriculum.

Current Employment Status

	Number	Percent
In School	1	7%
Employed Full-Time	8	53
Not Employed	2	13
Full-Time Home Responsibility	1	7
Retired	3	20
	15	100%

Status of those Employed

Employed Full-time	8
Employed Part-Time (or volunteer)	2
	10

Relationship Between HCC Program and Full-Time Job

Program Directly Related to Job	5
Program Not Related to Job	3
	8

2. Characterize the program in terms of its enrollment and quality.

Three of four courses in the Plant Science program are offered each semester with a range of 9-21 students per course.

During the academic year of 1980, a number of revisions were implemented for the purpose of better meeting the needs of our student population.

a. BY 103, Introduction to Botany, was replaced by PT 101, Introduction to Horticulture. BY 103 was deemed overly technical with insufficient practical application for Plant Science students. This change was strongly supported by the Plant Science advisory board as well as by the instructors in the program.

b. A new course in annuals and perennials, PT 102, will be offered for the first time in Spring 1982. It was thought this course would expand the appeal of the program to more nursery workers.

c. Turf Grass Management, which has been successful as a Special Topics course was integrated into the curriculum as PT 108.

Feedback from the Plant Science advisory board, which is composed of local nurserymen, plant science educators, extension agents and growers, indicates that the program provides a solid and appropriate preparation for employment or advancement in the Plant Science field. Students are perceived by instructors as highly motivated and capable of achieving the course objectives.

3. What action(s) does the college plan to take to address the above issues?

The following plan for recruitment and for improvement of the program will be implemented during the academic year 1981-1982.

a. Update of mailing list with input from advisory board members to include more nurseries, grounds maintenance companies, and garden clubs.

b. Development and distribution of one-page fliers describing the courses to be offered in upcoming semesters.

c. Increased involvement of local individuals representing the Plant Science industries through class, guest lecturers.

d. Distribution of display stands promoting the Plant Science programs to be placed in local nurseries, grounds maintenance companies, and garden centers.

e. Seeking regional status for Plant Science program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Montgomery College

PROGRAM TITLE: Photography

PROGRAM HEGIS NUMBER: 5007-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

EMPLOYMENT	TITLE OF CURRENT POSITION	RELATIONSHIP OF PROGRAM AS INDICATED BY RESPONDENT
1980 GRADUATES		
a. Full-time	Public Relations	Not related*
b. Full-time	Security/Planning Specialist	Not related
c. Full-time	Freelance Photographer	Directly Related
d. Full-time	Assistant Photographer	Somewhat Related*
e. Full-time	Technical Illustrator	Somewhat Related
f. Part-time	Call Director	Not Related
1979 GRADUATES		
a. Part-time	Self-employed	Directly Related
b. Part-time	Instructional Equipment Aide	Not Related*
1977 GRADUATES		
a. Part-time	Teller	Not Related
b. Part-time	Waitress	Not Related
c. Part-time	------	------
d. Full-time	Freelance Photographer	Directly Related
1976 FIRST-TIME ENTRANTS		
a. Full-time	Question not on survey document	Not Related
b. Full-time	"	Somewhat Related
c. Full-time	"	Directly Related
d. Full-time	"	Not Related
e. Full-time	"	Not Related
f. Full-time	"	--------
g. Part-time	"	Not Related

*The position may be more related to the curriculum than the student has indicated.

2. Characterize the program in terms of its enrollment and quality.

Beginning Photography classes are at maximum enrollment. Statewide first-time student surveys reveal the quality of instruction is excellent. This program serves three distinct groups of students: those students who enroll to satisfy an avocational need, those planning to transfer, and students enrolling in selected courses to meet elective course requirements in other curricula.

3. What action(s) does the college plan to take to address the above issues?

A study is now underway to determine the feasibility of developing a certificate in Photography as many students leave after they have developed minimal skills. This study should be completed by May 1982. The program is excellent in quality and it has a satisfactory enrollment level. Job placement in related fields is reasonable. Some students may be working in other fields because they desire to do so.

SBCC STAFF RECOMMENDATION:

The College is requested to consider adding a statement to the catalog that advises students about the limited opportunities for full-time employment in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Montgomery College

PROGRAM TITLE: Advertising Art

PROGRAM HEGIS NUMBER: 5012-05 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the declining enrollment in this program?

   Declining enrollment data are somewhat misleading since many students in past years who enrolled in this program were not fully aware of the differences in Art versus Advertising Art programs when choosing a major. During the last three years enrollment in the transfer options has risen from 103 students in 1979 to 339 students in the Fall term 1981. With more emphasis being made in initial counseling and advisement, enrollment data are being more accurately reflected in enrollment reports. The number of sections in Advertising Art and student credit hours have not declined as reflected in our present enrollment data.

2. At what level does the college expect the enrollment to stabilize?

   Enrollment in this discipline should stabilize at approximately 200 majors in the combined options.

3. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

   The 1976 proposal did not include estimated enrollment. Students enrolled in the transfer option are reflected under 4910-01 HEGIS Codes not 5012-05.

4. What factors account for the low placement of students in their field of training?

   Our research reveals that a high percentage of students matriculated in the career options also transfer. This decreases the number of students available for full-time employment. Job opportunities posted on the department's bulletin board indicate ample job openings for those students seeking employment in this field.

5. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

   Graphics/Business Development/Draftsman
   Interior Decorator
   Research Analyst
   Typesetter
   E-5 Military

6. If the original program proposal estimated the percentage of graduates to be employed full-time in their field of training, how does recent experience compare with the estimate? If there are differences, what factors account for them?

   The original proposal did not include an estimate of graduates being employed full-time in the field for which they were trained.

7. Characterize the program in terms of its enrollment and quality.

   The enrollment and quality of the Advertising Art program are excellent, as demonstrated by student satisfaction with instruction as evidenced in State follow-up surveys. Although the number of degrees awarded is smaller than we prefer, we are aware of the large number of students who pursue courses in the program for personal skill development and transfer before achieving a degree.

8. What action(s) does the college plan to take to address the above issues?

   A new Fine Arts Building has been approved for the Rockville Campus. Completion of that facility will allow for more and much needed classroom space.

SBCC STAFF RECOMMENDATION:

The College is requested to explain why no data were provided from the 1980 graduate follow-up survey for this program by June 1, 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Montgomery College

PROGRAM TITLE: Mental Health

PROGRAM HEGIS NUMBER: 5216-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low placement of students in their field of training?

The Coordinator of the Mental Health program during the Fall of 1981 surveyed the Spring graduates of 1980 and 1981 to determine what they had done since graduation. In 1980 there were twenty-seven graduates and in 1981 there were sixteen graduates for a combined total for the two years of forty-three.

All forty-three graduates were sent a survey data form to complete. Thirteen graduates had moved and could not be located; thirty (30) graduates completed the survey form and returned it to the coordinator of the program.

The data indicate that of the thirty respondents, twenty are employed full-time (eighteen in human service endeavors and two in other fields); eight have transferred to a senior college or university. Two reported they are working in the human service field and taking additional course work.

In comparing the percentage differences between those students who have reported that they are employed in comparison to those who have indicated that they have transferred, the data indicate that 71% were employed full-time while only 29% indicated having transferred upon graduation from the program. Even though two of the respondents indicated they were employed outside of the human services field, they nevertheless could have found employment as a result of being trained in the human services field plus being a two-year college graduate.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

In order to provide a complete and accurate listing from the latest available information, the materials indicated below are taken from the College's recent survey materials.

Activity Therapist
Adjunctive Therapist
Alcohol Counselor
Art Therapist
Child Care Program Teacher
Counselor
Interviewer-Administrative Assistant
Mental Health Associates
Parish Counselor
Personnel Assistant
Psychiatric Nurse
Psychiatric Technician

3. Since the percentage of graduates doing transfer work is higher than the percentage employed full-time in the field, the college is encouraged to consider converting the program to a transfer option.

Since the data, as noted above in response to question 1., indicate that nearly three-fourths of the students find employment after graduation, we feel that it would not be appropriate at this time to convert the program to a transfer option. If in the future fewer than 50% of our graduates fail to procure employment, at that point such an evaluation should be made by the College.

4. Characterize the program in terms of its enrollment and quality.

During each semester of the academic year, the Coordinator of the Mental Health program evaluates all applicants for admission for the following semester. Each semester between fifteen and eighteen students are accepted into the program. Every effort is made to admit students with a variety of backgrounds and experiences in order to enhance the quality of class discussions and meaningfulness of the materials to each student. The students are usually older than our average student, female, and attending college part-time. Most of the students are working part-time and/or have responsibilities at home. Essentially these students are capable and highly motivated to succeed in their chosen field of work.

5. What action(s) does the college plan to take to address the above issues?

Since the data contained in the Program Data Monitoring System is very incomplete in terms of student responses, as mentioned above, it is believed that no action is necessary at this time. If, however, due to socio-political changes in our society, our graduates are not able to procure employment, then the College would evaluate the need to change the program to a transfer option or possibly eliminate the program.

SBCC STAFF RECOMMENDATION:

Statewide, Mental Health programs have one of the lowest job placement rates, and the data from Montgomery College are slightly worse than the state average. Forty-eight students were reported by the College as graduating in 1978 and 1980. Surveys were returned by 35 students, for a response rate of 73%. Of the 35 respondents, only 11 (31%) were employed full-time in their field of training. The College is requested to monitor the program annually to insure that students are finding employment.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Montgomery College

PROGRAM TITLE: Recreation Leadership

PROGRAM HEGIS NUMBER: 5506-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low placement of students in their field of training?

   High transfer rate and not that many students are available for placement. The majority of jobs in this field are part-time positions as evidenced by the number of students placed during the on-campus job fairs. Many students may need full-time employment and thus work in other fields. In addition, many other students transfer to other colleges and may not desire to work while attending college.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

   Our latest follow-up studies reveal the following job titles:

   Teachers' Aide
   Assistant Director of Leisure Operations
   Apprentice
   Retail Store Manager

3. Since the percentage of graduates doing transfer work is higher than the percentage employed full-time in the field, the college is encouraged to consider converting the program to a transfer option.

   Discussion of a transfer option with the Curriculum Advisory Committee in 1980 led us to retain Recreation Leadership as a career option based on advice from the National Park and Recreation Association. As evidenced by the SBCC report, a large number transfer even though this curriculum is designated as a career program.

4. Characterize the program in terms of its enrollment and quality.

   The enrollment in this program has been stable since 1972. The quality of courses and instruction is excellent as evidenced by the acceptance in transfer and the evaluation of instruction by the students in the first-time student survey and the graduate follow-up survey.

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5. What action(s) does the college plan to take to address the above issues?

With the high percentage of transfers we will again discuss the research findings with our Advisory Committee.

SBCC STAFF RECOMMENDATION:

The College is requested to consider adding a statement to the catalog to inform students about the limited opportunity for full-time employment in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Prince George's Community College

PROGRAM TITLE: Dental Assisting

PROGRAM HEGIS NUMBER: 5202-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the declining awards in this program?

   The declining awards are caused by declining enrollment, due to selective criteria established for program entrants beginning Fall 1978.

2. At what level does the college expect the awards to stabilize?

   Fifteen to 20 students.

3. If the original program proposal estimated awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?

   The lower number of awards is due to decreased enrollment.

4. According to the discipline cost analysis, the credit hour cost for this discipline has increased considerably, and at a faster rate than the college cost for all disciplines. What factors account for the increase?

   Decreased enrollment.

5. Characterize the program in terms of its enrollment and quality.

	1975	1976	1977	1978	1979	1980
Entrants	33	26	32	15	19	16
Total 1st & 2nd year	51	44	50	35	28	26
Total awards (AA)	22	19	12	12	20	5

The program is accredited by the American Dental Association, Council on Dental Education. Graduates are eligible to sit for the National Certified Dental Assistants Examination. Only two of all the 90 graduates have failed this examination.

6. What action(s) does the college plan to take to address the above issues?

Division-wide selective admission requirements have been discontinued. Admission to the program is now an open door. Enrollment for Fall 1981 is 24, up 50% from 1980 entering class.

Additional comments from Mr. Mack Nixon, Program Coordinator, Dental Assisting program.

a. The Dental Assistant program started in September 1970 instead of 1971.

SBCC Note: This change will be made on the PDM printout.

b. We did not have 52 students enrolled in the Dental Discipline in the 1980 Fall semester. Instead there were 16 freshmen and 10 sophomores - a total of 26. We had five graduates in 1980 instead of the three reported.

c. How can an AA degree in dental assisting can be awarded from a college that is only accredited to have a dental assisting certificate program? The AA degrees were awarded by the Essex Community College, that, according to the accreditation records, has only a certificate program.

SBCC Note: According to the American Dental Association, the addition of general education courses to the certificate to form an AA program is an acceptable practice.

d. The projected job openings for dental assistants that have been made by the DVTE manpower projections are questionable. In my estimation, the actual openings exceed those that are projected. I personally average two to three calls per week from different dentists in the local area inquiring about needing dental assistants.

SBCC STAFF RECOMMENDATION:

The enrollment data provided in the evaluation differ from what was reported to the SBCC and from other internal reports of PGCC (Institutional Research Report 80-6). The College is requested to clarify the reporting problem by June 1, 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Prince George's Community College

PROGRAM TITLE: Civil Engineering Technology

PROGRAM HEGIS NUMBER: 5309-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

   Twenty-two of the twenty-eight Civil Engineering Technology graduates since 1975 responded to our mail surveys. Seventeen or 77%, had found employment in Civil Technology within a year of graduation. Four, or 18%, were continuing their college education when surveyed.

   Construction and engineering firms were typical employers of Civil Engineering Technology students. Jobs held by these graduates included Estimator, Scheduler, Drafter, Precaster, and Foreman.

2. According to the discipline cost analysis, the credit hour cost for this discipline has increased considerably, and at a faster rate than the college cost for all disciplines. What factors account for the increase?

   The number of credit hours has decreased in response to economic conditions. Federal, state and local government as well as Washington Suburban Sanitary Commission have eliminated training funds. The construction industry is at its lowest point in 15 years. Changes in the Federal Tax Code four years ago have moved the U.S. from first to fifth place in international construction, which has been reflected in employment in local consulting firms. The economic situation will not improve for at least two years, so it can be expected that only a small number of adults will enter the program. High school graduates have never been an important element for the Civil Technology program. Low enrollment for several years will keep credit hour cost at a high level. There are entry level jobs for Civil Technology students in this area, but this has not been of interest to most students who enter the program already employed. Although credit hour costs for this discipline are higher than average college discipline cost, this is true throughout the state and probably at all institutions with engineering programs.

3. Characterize the program in terms of its enrollment and quality.

The Civil Engineering Technology program has had a stable enrollment of about 45 students, with signs of a slight decline in enrollments upon entering the decade of the eighties (40 in 1980). It is still too early to determine if this decline will continue.

Based upon an evaluation by the Technology Accreditation Commission for ABET our Civil Engineering Technology program was accredited for four years to September 30, 1984. It appears that the quality of this program is maintained while providing students with sound academic and application skills for two specific instructional objectives, proper preparation for promotion and advancement in Civil Engineering Technology careers, and well-rounded career orientation for construction and engineering design practice.

4. What action(s) does the college plan to take to address the above issues?

The only action available to the College, at this time, is to direct a larger part of its marketing effort towards potential students who are not already employed in the discipline. The program was intended to serve students seeking entry level employment, and there are jobs for these students.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Prince George's Community College

PROGRAM TITLE: Child Care Assistant

PROGRAM HEGIS NUMBER: 5503-03 LEVEL OF AWARD: AA & Certificate

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low placement of students in their field of training?

Two factors account for low continued placement of graduates. The primary factor is low salaries paid to child day care workers. Salaries in this occupation are notoriously low - often only slightly above minimum wage ($3.35) even when an individual has earned a BA. Benefits are also limited or non-existent. The second factor appears to be working conditions. Interacting with a group of young (2-5 year-old) children for 8 hours a day is very demanding, especially when the ratio is 1 adult to 10 children as it is in Maryland. Graduates of the Child Care Assistant program have been taught to meet the physical, intellectual, emotional, and social needs of the children at the appropriate developmental level, which requires a high level of knowledge and skill. Often, in addition to their responsibilities of caring for the children, many child day care workers are also required by the owner-director of the center to prepare snacks and meals, transport children to and from school, and perform custodial duties. This is part of their job description, so they are not given additional compensation for these activities. Sometimes centers are not well-equipped, necessitating the purchase of materials by the child day care workers, for which they are not reimbursed.

In addition to these physical discomforts, child care day workers realize that their position is not highly regarded by either parents or the public at large. All of these factors quickly begin to eat away at the child care worker and many leave the field after two or three years.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

Assistant Teacher
Aid
Teacher
Day Care Worker
Lead Teacher

3. If the original program proposal estimated the percentage of graduates to be employed full-time in their field of training, how does recent experience compare with the estimate? If there are differences, what factors account for them?

Twenty-five percent of the entrants were projected to complete the two-year degree program on the original program proposal. Actual enrollment was 27 in Fall of 1976. Nine (33%) of these students completed degree requirements in 1978, well over the projected 25% figure.

4. Characterize the program in terms of its enrollment and quality.

The beginning courses (ECE 151; 152) have high enrollment, as many entering students have little or no idea what is involved in child day care. After visiting centers and listening to individuals employed in the field, many students realize their faulty perceptions and change their major. Other students have failed to continue because of financial difficulties or pregnancy. The students who graduate from the program have given positive evaluations (written and oral) and indicate that it was beneficial to them.

The design of both program and courses is considered to be of high quality. All courses are updated each semester to reflect changes in the field of child development/early childhood education and teacher education. Positive feedback from employers has been received concerning the quality of the graduates.

Program Completions

64	students have completed CCA program.
21	currently employed in field.
2	employed in field prior to changing occupation.
2	completing final general education credits at Prince George's Community College.
8	students in four-year early childhood program.
1	student in other 4 year program.
3	working in other occupations to enable funding of future child care center.
26	unknown
1	deceased
64	Total

12	students completed program in 1977
9	students completed program in 1978
16	students completed program in 1979
17	students completed program in 1980
10	students completed program in 1981

16	students have completed 4 or more courses.
30	students (who were or are employed in the field) have taken 1-3 ECE courses.

5. What action(s) does the college plan to take to address the above issues?

Many steps are being taken at a national level through various professional organizations to upgrade conditions for the child day care worker (Conference-research Sequence on Child Care Education; National Day Care Council; National Day Care Campaign; NAEYC) on the state level. The Maryland Committee for Children is attempting to educate both residents of Maryland and their legislators to the needs of both children and those who care for them. The faculty member of the child care program involved in all of these efforts, however, realizes the difficulty of expecting sudden changes.

Enrollment has increased to 35-40 students each Fall. No other action is planned. The College has available resources to assist students in advisement counseling, study skills, and remedial work.

SBCC STAFF RECOMMENDATIONS:

(1) The College is requested to respond to question 3. in terms of full-time employment in the field of training by June 1, 1982.
(2) The College is requested to consider adding a statement in the catalog to inform students that competition with BA graduates for jobs and low wages can be expected.
(3) The enrollment data provided in the evaluation differ from what was reported to the SBCC and from other internal reports of PGCC (Institutional Research Report 82-3). The College is requested to clarify the reporting problem by June 1, 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Prince George's Community College

PROGRAM TITLE: Recreation Leadership and Parks

PROGRAM HEGIS NUMBER: 5506-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low placement of students in their field of training?

Economic - The uncertain job market has had an enormous impact on career opportunities for Recreation Leadership students. Many students elected to continue their education because of the difficulty finding employment in their field with an AA degree. The job market seems to be geared toward graduates with a BS Degree, with the University of Maryland being the primary source of supply for local employment.

Demographic - When the Recreation Leadership program was designed and developed, there was still great potential to serve youth and young adults. The low birthrate years took hold in the 1978-1981 period and along with political and economic events, reduced the public service hiring of recreation specialists.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

Employer	Graduate's Job Title
Prince George's Plaza Community Ctr	Recreation Leader III
MNCPPC - Southern Area Office	Assistant Center Director
MNCPPC	Park Maintenance Worker
Calvert County Parks Division	Center Director
Kay Bee Hobby Shop	Head Cashier
Herman's Sporting Goods	Salesperson
Teeny Weeny Day Nursery	Preschool Teacher
Providence Hospital	Secretary
U.S. Navy Department	Clerk-Typist
Ledo's Restaurant	Waitress
Phillips Crabhouse	Waitress
Equitable Trust	Bank Teller

3. If the original program proposal estimated the percentage of graduates to be employed full-time in their field of training, how does recent experience compare with the estimate? If there are differences, what factors account for them?

There was no estimate in the original proposal of the percentage of graduates to be employed full-time in the field. Recent experience shows many transfers. Of the non-continuing graduates, approximately half were employed full-time in their field as of 1979-1980. Both economic and demographic trends explain these trends.

4. Since the percentage of graduates doing transfer work is higher than the percentage employed full-time in the field, the college is encouraged to consider converting the program to a transfer option.

   The Recreation Leadership curriculum was revised in 1980-81 to be in line with the University of Maryland requirements for transfer.

5. Characterize the program in terms of its enrollment and quality.

   From its inception, the program has been of high quality. One evidence of this has been the readiness of the University of Maryland to accept the transfer of course credits. Criteria of the instructors for course outcomes are rigorous. One constraint, however, has been the lack of inside facilities. An addition is needed to the field house for rhythmic activities and team sports, as well as swimming, which is a high-priority county need for adults and retired citizens.

6. What action(s) does the college plan to take to address the above issues?

   Explore the possibility of starting a certificate program in Recreation Leadership for older adults. This would provide work experience opportunities for specialists who could also qualify for jobs in adult-related institutions and hospitals.

SBCC STAFF RECOMMENDATION:

The College is requested to consider adding a statement to the catalog to inform students about the limited opportunity for full-time employment in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: Business Management Tech

PROGRAM HEGIS NUMBER: 5001-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. What factors account for the low number of awards?

In response to this question, it should be noted that the SBCC monitoring system is gathering its data on a year that begins July 1 and ends as of June 30th. Wor-Wic Tech's school year begins on the first of August and runs to July 31. WWT does not graduate until the middle of August.

The figures indicated in the SBCC report are skewed in that the 1979 graduates should be in the 1978 column and the 1980 graduates should be in the 1979 column. In 1980, there were 4 graduates from the program instead of 2 indicated, who actually graduated in 1979. There were 4 graduates in 1981. The state average for the number of awards for full-time students is 20%. WWTCC's 1981 graduate class of full-time students was 18% which certainly does not indicate a "low" number of awards.

It should be also noted that 66% of WWT student body is part-time. A sample of BMT students show that students currently attending and in the program have been attending an average of 6 semesters each. Furthermore, a breakdown of the 1980 graduates show that each graduate attended an average of 5.5 semesters before graduating and the 1981 graduates attended an average of 5.25 semesters before they graduated.

When percentages of full-time/part-time students were compared, the BMT program has 71% of its students enrolled on a part-time basis. When the Banking program is added, this figure increases to 85%. This figure is in line with the 1980 figures of the SBCC Survey.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

Thirty currently enrolled BMT students gave the following information:

Check the one statement which most closely corresponds to your primary reason for attending this community college.

a. Exploration of new career or academic areas = 3
b. Preparation for immediate entry into a career = 8
c. Preparation for transfer to a four-year institution = 4
d. Update skills for a job currently held = 11
e. Interest and self-enrichment = 4

The number of responses to questions 2 and 4 indicate to me that they are in the BMT program in order to improve their present job positions and to enter into business-related careers.

A survey of the 10 past BMT graduates indicated that all 10 of them enrolled in the program with the objective of achieving an AA degree. They did achieve this objective. Further research reveals that 40% attended WWT for preparation for immediate entry into a career, 20% for preparation for transfer into a four-year college, 30% to update skills for a job currently held and 10% for exploration of a new career or academic area. The results of the survey also indicated that 80% of the students achieved their personal goals.

This 80% figure is certainly in line with the 85% figure given on page 15 of the 1978 Maryland SBCC Student Follow-Up Report.

3. If the original program proposal estimated the number of awards, how do the projections compare with actual awards? If there are substantial differences, what factors account for them?

The original program proposal estimated that 50% of WWTCC's students would be part-time. The actual figures have turned out to be 85%, which includes the Banking program. It should be noted that out of 97 students enrolled in the Banking program (which is part of the Business Management Department), there is only one full-time student and all the rest are part-time. These banking students are taking 6 courses which total 10 credits, in order to receive AIB certification. They do have an option to transfer to BMT and receive an AA.

Up to this time, there have been no transfers. The program is young, having begun in 1979 and due to the part-time nature of the program, the goals of the students are being met and the business community cooperates fully with the students and the school. This does NOT show up in the statistics of number of awards given.

WWTCC is a young college that began in 1976. This is only five years ago. The first graduation class was held in 1978 and all students graduating were from the Nursing program. The first BMT graduates were in 1979. It has to be realized that WWT is only beginning to have a backlog of students in the BMT program and future projections show that the number of graduates will be increasing each year as enrollments continue to grow and the part-time students begin to graduate.

4. What does the college consider to be a minimum number of awards for a successful program?

The College considers 15% to be a minimum of awards for a successful program. If 15% is an accurate estimation of the College's average, than the 18% figure of the 1981 BMT graduates is higher. It is anticipated that we will have eight graduates from the BMT program in 1982. This figure represents 8.5% of the total BMT students (excluding Banking) and 29% of the full-time BMT students. This figure exceeds the 27% state number of "Total All Colleges" of full-time students to awards given. This is significant as it shows that the number of students in the "pipeline" are now starting to emerge and WWTCC's number of graduates will begin to match or exceed the SBCC's norms.

5. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

A survey of placement information on all 10 of the BMT graduates from 1979 up to and including 1981 drew the following results.

	Number	Percent
Employment Status		
Full-time	9	90%
Part-time	1	10
Relationship of Program and Job		
Directly Related	7	70%
Somewhat Related	3	30

Job Titles:

Manager
Radio Producer
Salesperson
Sales Rep.
Customer Rep.
2nd V.P.
Supervision

6. Characterize the program in terms of its enrollment and quality.

The BMT program has the highest enrollment in the college. The enrollment by major for Fall, 1981 gave a total number of 93 students, with 26 of them full-time and 67 part-time. This is an approximate 10% increase over the Fall, 1980 enrollment. FTE's generated are 9.16.

It becomes obvious the large number of part-time students is the reason for the low number of awards. This number will increase as these people complete their programs over a period of years rather than semesters.

BMT has been showing steady growth at WWTCC ever since the College was founded in 1976. This program provides students with training in a variety of areas in order to prepare them for entry-level managerial positions or as management trainees. It also provides individuals who are presently employed in the field of management with an opportunity to upgrade their current knowledge and skills or to obtain additional skills necessary for promotion.

All the surveys indicated that all three groups (Graduates, student, and non-returning students) are more than satisfied with WWTCC, its programs and its instruction. All students polled showed that they are satisfied with instruction in the program. This exceeds the 89% of 1976 WWTCC entrants and overall state percentage of 93% for the same year that was shown in the SBCC report.

It is interesting to note that 70% of the non-returning students only enrolled to update their skills for a job currently held and the remainder were enrolled for preparation for immediate entry into a career. None of them apparently wanted to receive a degree.

Looking at the same question (B) for the 30 BMT students, 36% are enrolled to update their skills for a job currently held, and 27% for preparation for immediate entry into a career, making 63% of the total number interested in taking job related courses. It should also be noted that 55% of these students are employed full-time.

Obviously these students are satisfied with the program as far as quality and instruction are concerned.

7. What action(s) does the college plan to take to address the above issues?

Comparing the data compiled on the current status of the BMT program with the SBCC information on other institutions, it is clearly seen that WWTCC has comparable percentages and graduates. This data also reveal the unique position of WWTCC as a vocational-job-oriented college, that is accomplishing its goals and objectives.

The high percentage of working part-time and full-time students who are taking courses for job improvement would justify the low number of graduates. However, as these students satisfy their needs, they will begin to work for a degree and the number of graduates should increase each year.

The program evaluation conducted on the BMT program revealed that students and graduates are more than satisfied with WWTCC and as the College feels that there are no major problems with this program, it does not plan to take any action in regard to the issues raised by the SBCC Program Evaluation Request.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1981

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: Accounting

PROGRAM HEGIS NUMBER: 5002-01 LEVEL OF AWARD: AA

COLLEGE RESPONSE TO QUESTIONS PRESENTED

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from the following sources: (1) the survey of 1980 graduates, (2) surveys of graduates prior to 1978, or (3) surveys of former students. The surveys can be done by mail or telephone; use at least items M, N, and R from the standard graduate follow-up instrument.

Our recent survey of eleven accounting majors who graduated between 1976 and 1981, indicated the following results:

	College Percent	State Percent
Employed full-time	80%	64%
Employed part-time	10%	23%
Unemployed	10%	13%

The one person not employed is attending college on a full-time basis. Fifty-five percent of the graduates are in jobs that are directly related to their program of study and 25% have jobs that are somewhat related to their program of study at Wor-Wic Tech.

All the graduates surveyed had the initial objective of achieving an AA degree, and all achieved their objective. The survey also revealed that 80% attended Wor-Wic Tech for preparation of an accounting job-related career, 10% attended for transfer to a four-year college, and 10% attended for other reasons. The survey also revealed that 80% of the students achieved their personal goals, compared to 61% state average for similar Accounting programs. Our survey seems in line with a recent survey conducted by MSBCC on student goal achievement. The MSBCC survey revealed that 82% of Wor-Wic Tech students had achieved the goal of gaining employment compared to the state average of 77%.

Comparing Wor-Wic Tech to other similar Accounting programs, more than 25% of full-time students were awarded degrees in 1980, whereas the state average was 21%.

Also, eleven other students were surveyed who have not graduated from the accounting program. The results are as follows; three are still enrolled in the program and eight are not enrolled.

Summary of the primary reason(s) for enrolling in the Accounting program are: 18% exploring a new career, 9% preparation for transfer to a four-year institution, 27% update job skills, and 46% for self-enrichment.

Of those students surveyed, 82% indicated they achieved the goal for attending college. Eighteen percent are still working on their goals. Ten are employed full-time and one is retired.

Fifty-five percent of the students have jobs directly related to their program of study at the college. Twenty-seven percent of the students have jobs that are somewhat related to their program of study and 18% have jobs that are not related to their program of study at the College.

Both the graduates and non-graduates surveyed were very satisfied with the Accounting program at the College. They also spoke very favorably about all areas of the College both administrative and academic that they encountered during their matriculation.

2. Characterize the program in terms of its enrollment and quality.

Enrollment

The Accounting program enrollment has remained about the same over the past three years--12 to 15% of occupational programs offered at Wor-Wic Tech Community College. The Fall of 1981 had 20 full-time Accounting majors and 49 part-time majors. The Fall of 1980 had 23 full-time Accounting majors and 55 part-time majors.

The student enrollment is 70% part-time and 30% full-time. This compares to the State average of 68% part-time and 32% full-time for 1980. The average completion time for the College is 5.2 semesters for both full-and part-time students. Accounting graduates for 1981 have an average completion time of 4.3 semesters. The 1980 average for Accounting graduates was 4.5 semesters.

Because a large percent of the accounting majors (70%) are part-time, that explains why the number of AA degrees awarded is low.

It is projected that the Accounting enrollment will grow slightly in the next five years. This small growth is viewed favorably when most colleges nationwide are forecasting a decline in enrollment for the remainder of the 80's.

Quality

In recent years all members of the Accounting Program Advisory Committee have had input in forming the Accounting curriculum at Wor-Wic Tech Community College. The College and Program Advisory Committee are satisfied with the current curriculum and think it is adequate to meet the needs of the Lower Eastern Shore labor market for accountants at the entry level.

The adjunct Accounting faculty is from all major fields of accounting: public accounting, governmental accounting and industrial accounting. Their many years of practical experience are invaluable in the classroom in helping students understand and relate to real world accounting problems.

Two years ago an Accounting tutorial program was implemented. The primary purpose was two-fold: 1) reduce attrition in basic accounting courses, and 2) offer help to those students having difficulty with Accounting. The program has been very successful in achieving its primary purpose. In the near future, we plan to expand the tutorial program into an accounting laboratory with expanded hours, materials and student aid.

To assure quality and uniform instruction, common outlines have been developed for all Accounting courses. This helps assure that students are being taught at the same level of instruction and students are covering the same materials.

Audio and visual aids seminars are held to introduce new faculty members to these very important teacher aids.

The Business Department head and the full-time Accounting instructor are in contact with all adjunct Accounting instructors throughout the semester to assure quality instruction is maintained in the Accounting courses.

3. What action(s) does the college plan to take to address the above issues?

In the follow-up surveys, students have responded favorably about the Accounting program and their degree of goal achievement; the College therefore plans to make no major changes in the Accounting program at this time.

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